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ABSTRACT

The conditions of learning and the causes of learning difficulties are defined; identification of children with learning disabilities is considered. Half of the document is a curriculum guide for remediation through the visual, auditory, and motor approach; problems, symptoms, diagnoses, representative activities, and materials are detailed. About one-third of the document consists of appended tests and suggestions for teaching methods and materials. A glossary and bibliography of professional and instructional materials are also included. (JD)

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JEFFERSON COUNTY PUBLIC SCHOOLS
Department of Curriculum Development
and
Supervision

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OFFICE OF EDUCATION

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FOREWORD

This publication, Learning Difficulties, is a compilation of many materials and activities some of which have been developed over the years by personnel in the Jefferson County Public Schools. This guide should serve as an aid for the teacher with students who seem to have learning difficulties.

It is hoped that the assembling of the specific helps and the descriptions of students and their needs have justified the use of certain procedures; and, that from this greater understanding will evolve more effective efforts to implement the program for those who need special consideration.

Deep appreciation is expressed to all persons who have contributed to the development and compilation of the materials for this guide.

Richard VanHoose

Richard VanHoose
Superintendent
Jefferson County Public Schools

INTRODUCTION

All of the students in the Jefferson County Public Schools are the concern of the certified personnel who are responsible for the instructional program provided for each student. The courses offered and standards established are based upon the requirements as set forth by the State Board of Education, Frankfort, Kentucky.

The graded system practiced by most public schools for more than a century seems to have been designed for the regular or the average student, and appears to provide adequately for the majority of them. During the last half of this century, many experiments have been planned and tried in order to provide a program for various groups of students as well as for individuals.

In the decade just closing many excellent programs have been extended and others devised for students in the Jefferson County Schools. Great effort has been made to place children where they can function well.

Following the inception of the Five Program Plan which provided programs entitled Trainable, Educable Mentally Handicapped, Regular, Superior, and Advance, the staff was encouraged to use an eclectic approach in the refinement of these programs. This guide, Learning Difficulties, is a compilation of the approaches and materials provided by our own personnel over the years as well as the suggestions and recommendations of persons known to be authorities in the various fields of endeavor concerned with learning difficulties.

The following list of names of persons who addressed and/or discussed various topics with staff members and others indicates one facet of the endeavor made by staff to improve the program for learning.

1962-63	Mr. Bobby E. Palk	assistant to Dr. Lloyd Dunn George Peabody College for Teachers Nashville, Tennessee
	Dr. Lloyd Dunn	Chairman, Department of Special Education George Peabody College for Teachers Nashville, Tennessee
	Dr. W. M. Cruickshank	Head, Department of Special Education Syracuse University Syracuse, New York
	Dr. James Gallagher	Institute for Research on Exceptional Children University of Illinois Urbana, Illinois
	Dr. Bartlett	principal, Cove Schools Racine, Wisconsin
1963-64	Dr. Mario Fantini	Director of Special Projects Public Schools of Syracuse Syracuse, New York
	Judge Dan Marshall	Juvenile Court Louisville, Kentucky

	Dr. Charles Shedd	formerly Professor of Psychology Western State College Bowling Green, Kentucky Director, Reading Research Institute Berea College Berea, Kentucky Professor of Psychology, Department of Psychiatry Director, Reading Disability Center and Clinic The University of Alabama Medical College Birmingham, Alabama
1964-65	Dr. Newell Kephart	formerly of Purdue University now with Learning Pathways, Inc. Fort Collins, Colorado
	Dr. Dorothy Simpson	Professor, University of Louisville Louisville, Kentucky Director, Binet School Louisville, Kentucky
1965-66	Richard S. Lewis	newspaperman--Chicago Sun-Times author of *The Other Child* connected with Cove Schools
	Dr. Alex Bannatyne	formerly of Word Blind Institute London now Principal Specialist in Education of the Institute for Research on Exceptional Children University of Illinois Urbana, Illinois
	Dr. Charles Shedd	formerly Professor of Psychology Western State College Bowling Green, Kentucky Director, Reading Research Institute Berea College Berea, Kentucky Professor of Psychology, Department of Psychiatry Director, Reading Disability Center and Clinic The University of Alabama Medical College Birmingham, Alabama
	Dr. Dorothy Simpson	Professor, University of Louisville Louisville, Kentucky Director, Binet School Louisville, Kentucky
1966-67	Dr. Charles Shedd	formerly Professor of Psychology Western State College Bowling Green, Kentucky Director, Reading Research Institute Berea College Berea, Kentucky Professor of Psychology, Department of Psychiatry Director, Reading Disability Center and Clinic The University of Alabama Medical College Birmingham, Alabama

	Dr. Dorothy Simpson	Professor, University of Louisville Louisville, Kentucky Director, Binet School Louisville, Kentucky
1967-68	Dr. R. G. Heckelman	Coordinator of Pupil Personnel Services Lucia Mar Unified School District Pismo Beach, California
	Dr. Alex Bannatyne	formerly of Word Blind Institute London Principal Specialist in Education of the Institute for Research on Exceptional Children University of Illinois Urbana, Illinois
1968-69	Dr. E. C. Frierson	Director of Special Education George Peabody College for Teachers Nashville, Tennessee
	Doris Johnson	assistant to Dr. Helmer Myklebust School of Language Disorders Northwestern University Evanston, Illinois
	Dr. Dorothy Brown	Professor of Special Education Indiana University Bloomington, Indiana
	Dr. Jack Dunsing	Associate Professor Special Education Purdue University Lafayette, Indiana
1969-70	Dr. Arthur Keeney	Opthalmologist in Chief Wills Eye Hospital Philadelphia, Pennsylvania Professor and Chairman Department of Opthalmology Temple University School of Medicine Philadelphia, Pennsylvania

Members of the instructional staff of the Jefferson County Public Schools have studied, provided enthusiasm and guidance, initiated special classes, and suggested and devised appropriate materials. During the late 1950's, J. Everett Farmer, Associate Superintendent of Instruction, and Dr. Charles Bain, Supervisor of Special Education, planned and initiated a program for the Educable; Herb Lewis, Supervisor of Physical Education, directed the compilation of games and activities into a guide for teachers to use. O. L. Shields, Assistant Superintendent of Evaluation, Guidance, and Special Education has given guidance and assistance in alerting us to the current literature, and in bringing outstanding persons to work with us.

Ruth Johnston, Supervisor of Special Education, with her teachers planned a series of meetings for the year 1968-69. Outstanding persons in the field of learning disorders were invited to work with this group. These persons also spoke to the parents of children with learning difficulties and to other interested persons.

Many persons in the community have had a vital interest in programs for children with special needs. Their enthusiasm and persistence in their search for assistance has helped to focus attention on the needs of children who have special requirements.

In late summer, 1969, many believed that the time had come to compile the results of our findings and efforts in an attempt to write material that would be readily available to any teacher who had one, several, or many children in her class with learning difficulties.

A group including teachers, counselors, supervisors, administrators, a principal, and the Director of Curriculum compiled the material and wrote *Learning Difficulties* which has been prepared in consideration of what has occured in our schools in the past; what is happening now; and what may be possible in the future. A librarian compiled the bibliography and prepared the index.

An attempt has been made to provide a working copy in which the following topics, among others, have been set forth--the conditions of learning and the causes, identification of children, and remediation of learning difficulties; the problems and symptoms of difficulty; a diagnosis and some representative activities and materials; a glossary of terms; and a section of tests. It is recommended that should a choice need to be made between the use of the regular course of study material and the material provided in this guide the selection from *Learning Difficulties* should take precedence over other material. It is expected that after using and studying the guide, teachers will be able to suggest deletions and additions to improve the revised publication.

Writing Committee	School or Office
Patricia Ernst, Teacher	Lyndon
Patricia Mathews, Teacher	Johnsontown Road
Erma Colyer, Counselor	Rangeland
Suzanne Quarles, Counselor	Okolona
John Sewell, Principal	Dixie
Thelma Sidney, Reading	Price
Mabel Bowen, Director of Curriculum	Education Center
Juanita Downing, Primary Supervisor	Education Center
Jane Sanders, Intermediate Supervisor	Education Center
O. L. Shields, Department of Evaluation, Guidance, and Special Education	Education Center

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THE CONDITIONS OF LEARNING

Learning occurs best when certain conditions are met. Among the conditions which are necessary for satisfactory learning are the following.

Normalcy of the central nervous system

Normalcy of sensory equipment

Willingness of the student to learn

Competency of the teacher

A proper mental set induced by positive parental attitude toward learning

The momentum of continuing motivation

When most or all of these conditions are met, it can be reasonably assumed that learning will occur. To the extent that many of these conditions are unmet, there will be interference with learning.

CAUSES OF LEARNING DIFFICULTIES

Many difficulties are caused by things that happened either immediately prior to or at the time of birth. For example, if the oxygen supply is cut off, some impairment of the central nervous system is likely to occur.

Negative hereditary factors may directly affect a child's capacity for learning, producing chromosome structures which impose inflexible limits upon capacity for learning and causing learning difficulties of several types. Mental retardation is just one example.

Illness or poor nutritional level of the mother during pregnancy may cause a learning difficulty in the child. These conditions have an effect upon the way the central nervous system develops making nerve tissue either highly efficient or inefficient in conducting impulses.

Accidents or certain illnesses during early childhood may directly affect capacity for learning.

Nutritional, social, emotional, or intellectual deprivation during early childhood may condition a child for ineffective learning when he enters school. Internal factors, which lessen the chances that the brain will develop properly, or external factors, environmental in nature, may be involved.

Pampering, or failing to set limits on the child may produce a type of behavior which interferes with effective learning. This may determine, for example, that a child will have a very short attention span or may be unable to concentrate on the work in the classroom. The child may be so poorly and inadequately organized and constituted that he can profit only in a very limited way from the educational activities in the classroom. He may dissipate a teacher's energy and detract from the opportunities of the other children in the class.

IDENTIFICATION OF CHILDREN WITH LEARNING DIFFICULTIES

The Role of the Teacher

The classroom teacher is the logical person to make the original identification of a child with learning difficulty. It is she who senses that there is something different or perhaps something wrong with this particular child's approach to learning.

The teacher may observe that the child has a great deal of difficulty sitting still in his desk. He frequently will rise from his desk and take his seat with one of his legs under him. He may engage in many other nonpurposeful activities such as tapping on the desk with his pencil, moving his papers around needlessly, or opening and closing the desk top much too frequently. The teacher will notice that this child frequently speaks out without permission or that his attention strays much more often than that of other children. Such terms as impulsive, disinhibited, distractible, and hyperactive may be used to describe these children.

An examination of the child's work may reveal danger signals.

> The work may be generally sloppy.
>
> There may be many misspelled words.
>
> Letters like b, d, and p may be reversed or turned upside-down.
>
> Letters may be rearranged in such a way that the work is unfamiliar.

If the writing of the child is hard to read and contains some of the irregularities outlined above, the condition may be described as dysgraphia. The diagnosis becomes more firm if some cause of this highly specific writing problem can be found. It may be learned through a review of the medical and developmental history, for example, that there was some difficulty at birth or that an emotionally disturbed mother may have induced a language disorder in the child.

The teacher may discover that a child has a particular problem with reading. She may find that after the usual exercises have been used this particular child is not learning to read on the same schedule as the other children in her class. He may be very slow in building a basic reading vocabulary. He may know a word one day but be unable to recognize it the next day. His eyes may fixate excessively somewhere on the line or there may be regressive eye movements. He may not get clear mental pictures of the correct order of the letters in a word.

Other signs which may become evident to the teacher would include excessive passive, detached, noninvolved, indifferent, or negative behavior. The child's energy level, or tension level, may appear to be quite low.

With the overly active (hyperactive) child referred to previously the tension level is thought to be too high. With the passive (hypoactive) child the tension level is thought to be too low. In either case the tension level needs to be brought within the optimum range.

The Role of the Counselor

The role of the counselor is basically that of conferee or counsultant to the teacher. Since the teacher has a full class with which she works all the time, the counselor stands ready to offer advice, to obtain additional information, to confer with parents, to review and summarize permanent records, to refer cases to the Department of Evaluation, Guidance, and Special Education, and to render any other assistance which the teacher may need.

The counselor is in a position through individual conferences with the child to verify or to reinforce the teacher's perception of the difficulty. The privacy of the counselor's office increases the opportunity for obtaining information which will be helpful to both the child and the teacher.

A counselor may serve as a link in the communication among the teacher, the principal, the parent, the family doctor, the medical specialist, and the Department of Evaluation, Guidance, and Special Education.

The Role of the Principal

The principal's role in the identification of children with learning difficulties is basically administrative. It is his responsibility to so sensitize the faculty that they will recognize difficulties and work toward their remediation. This will be done through faculty meetings, through the involvement of such specialists in the area as are available, through participation in workshops and seminars and through provision of necessary materials. Another very important responsibility of the principal is to see that necessary physical examinations have been completed and reported. Basically the role of the principal is that of the leader in his school in respect to the total instructional program. It is essential that the learning process be studied and that deviations be recognized and remediated.

Role of the Supervisor

The role of the supervisor is basically that of a resource person, an energizer, and a catalyst. A significant contribution in the area of learning difficulties can be made by the supervisor as she brings to the teacher new ideas, new insights, new understandings, and new ways of teaching.

Role of Parents

The role of parents is most important since they have lengthy intimate contact with the child prior to his entrance in school. They may take note of the fact that his responses are not normal, particularly if there are other children with whom comparisons may be made. The parent, usually the mother, will notice it if either the child's walking or talking is delayed. She may be the first to notice any deviation in physical characteristics which provide clues to some departure from normalcy. The parent may detect hearing and visual difficulties or may observe differences in the way the child runs, walks, or plays.

Parents can and should be brought into close contact with the classroom teacher. They can encourage physical exercise at home, supervise special homework assignments, and advise the teacher of current experiences in the home which may cause the child to be upset or frustrated in the classroom. A positive attitude on the part of both parents is needed to ensure that the remediation efforts of the school personnel undergo the greatest amount of reinforcement.

Many learning difficulties of children are identified and brought to the attention of the proper specialists long before the child enters the public school. In this general connection, parents' organizations such as the Jefferson County Association for Perceptually Handicapped, Inc., provide strong and dynamic support of the efforts of the school in working with the disabled learner.

Department of Evaluation, Guidance, and Special Education

The Department of Evaluation, Guidance, and Special Education represents the point of convergence of the activities of the teacher, counselor, principal, supervisor, and parents. The teacher recognizes a learning difficulty and frequently talks with the counselor, supervisor, and principal about it. The next step is the filling out of an application for psychological evaluation. In the process of filling this out, the teacher may discuss the problem with either the parent or the family doctor. The completed application, "Request for Individual Psychological Testing", is reviewed by the counselor and the principal and is then sent to the Department of Evaluation, Guidance, and Special Education. There it is studied, and decisions are reached regarding the particular test to be used. The application is then assigned to a psychological examiner who administers the tests which are scheduled in the schools or at the Central Office. After the individual psychological evaluation is completed, the examiner returns the application and the child's record booklet with proper notes to the Assistant Superintendent in the Department. Information in the application and the information obtained through testing are analyzed, and a report is prepared. Copies of the report are sent to the school and to the appropriate supervisor. A folder prepared for each child studied and tested is kept in the Department.

If additional information is needed, the office of Evaluation, Guidance, and Special Education contacts outside agencies, hospital records, pediatricians, general practitioners, neurologists, psychologists, or psychiatrists. The chief purpose of gathering all this information is to provide the most complete picture of the child, his background, his limitations, his strengths, and in particular his unique capability for learning and for participation in a school-oriented social setting.

The role of the Department of Evaluation, Guidance, and Special Education thus becomes integrative and cumulative. From the great variety of facts that are obtained in various ways from many people, the school psychologist and his staff strive to pull the relevant and significant information together to provide a profile, a picture, of the individual.

REMEDIATION OF LEARNING DIFFICULTIES

Adaptive Teaching

A teacher who has children in her room who are not making expected progress should be aware of the following facts.

Techniques accepted as suitable for younger children are often necessary for a child with learning difficulties; manuals for textbooks at lower levels will describe the techniques; the teacher can adapt material in such a way that it will not be embarrassing for the older child.

Reading may be taught from experience charts, using the language and interests of the child as a springboard for other reading experiences; rules for games, sports activities, or science experiments may be the basis for the experience charts.

Mathematics materials may be adapted to the varying abilities of children. (A committee of teachers has prepared mathematics packets for reinforcement of skills for low achievers in the intermediate Levels; the packets may be obtained from the intermediate supervisors.)

A child who has met difficulty in the past may respond to well-defined limits, to realistic goals, and to a comfortable environment conducive to learning. One aspect of the structure involves consistency on the part of the teacher; the daily schedule must be carefully planned and followed. The children do not feel threatened or anxious because there is a routine in their day's activities.

An indifferent learner is often aided through activated teaching, involving some of the following techniques.

Touching the child in order to get his attention

Moving about the room

Showing affection and encouragement to the child while using constructive methods of instruction

Changing rate of speaking and tone or volume of voice

Showing enthusiasm about the day's work

Providing opportunities for active class participation

Changing activities often, alternating passive (sitting) and active (moving) activities

Providing consistent, periodic drill within the limits of the attention span of the child

Assuring success for each child each day

"Hamming it up" but not faking

Insisting that written work be turned in; on the other hand, making sure the work is appropriate to the ability of the child and is not too tiring*

A child whose experiential background has been limited, either educationally or culturally, needs much work with concrete objects before moving to the abstract; mental imagery must be built before words or numerals mean anything to children.

A child who is made aware of his specific difficulty and of the possibilities and the plans for improvement will have direction in his efforts; explanation should be appropriate to the age of the child.

Remember, teachers, you are not alone. Other members of the team--principal, counselor, special teachers, supervisor, personnel from the Evaluation, Guidance, and Special Education Department--can and will help in diagnosing the cause of and planning remediation for learning difficulties; the teacher must identify the child and take the first step in individualizing his school program. The teacher then should call the child to the attention of other members of the team.

Multisensory Approach

There are perhaps from three to ten children with rather serious learning problems in each of many elementary classrooms in Jefferson County. Competent teachers for years have been devising different ways of of teaching these deviating children. A primary concern is that more and more teachers fit their teaching to the styles of learning represented in their classes.

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*One way of providing for the child as he finished the required minimum work without adding tiring and boring written work is to arrange for Activity Folders. Four separate folders should be provided for each reading group with activities geared for the independent level of each group. Folders may be labeled Science Folder, Social Studies Folder, Mathematics Folder, Write-a-Story Folder, or Read-a-Story Folder. Puzzles, stories, pictures, or activity sheets may be cut from old workbooks; magazines such as _Junior Red Cross_, _Playtime_, _Jack and Jill_, _Highlights_, _Children's Day_, or _Humpty Dumpty_; or condemned books. Pictures may be mounted on construction paper and covered with plastic. Children can mark on the plastic with china marking pens or grease pencils. Another child may check the work which can then be erased with a cleansing tissue. An accompanying "I Can Do It" pocket holder has cards which can be chosen by the child; the cards direct him to certain activities, such as "Work with clay," "Paint a picture," "Read a library book," "Go to the Activity Folder," "Go to the Write-a-Story Folder." The cards are illustrated. Any papers which should be checked by the teacher are put in a folder for her later consideration.

Many children do not respond successfully to the usual approach of teaching through auditory and visual avenues. The addition of methods of teaching which involve senses other than sight and hearing have been found helpful for some children. The Mills test could be used for determining whether a child would be helped or confused by a multiple-sensory (or multi-sensory or multiple-modality) approach. This approach simply strives for the best combination of sensory modalities (avenues or gateways) built around a preferred modality for the given individual. For example, a child with visual imperception may be taught through auditory experiences aided by the sense of touch (tactile) through tracing on a rough surface the word or letter being taught; a motor experience (kinesthetic) could be added by writing with large movement in the air, in sand, on the chalkboard, or in clay; the sense of smell (olfactory) could be introduced through writing the same word or letter with a felt-tipped pen which has an odor; in some instances the sense of taste (gustatory) can be utilized in teaching words which illustrate foods. A planned program to meet the needs of a child with learning difficulties may include gesture, vision, language, touch, and kinesthesis. (_Scholastic Magazines_ have prepared a program, _Let's Find Out_, sent eight times during the year, which includes posters, teachers' guides, children's magazines, materials related to touching and feeling, and suggestions for books and records.)

The Tactile Approach

Tactile perception precedes visual and auditory perception; some activities which use the tactile approach follow.

Finger-tracing letter or numerals on chalkboard, carpeting, or paper embossed with meal, sand, cleanser, or silicone

Making letters or numerals from clay or yarn

Finger-tracing around templates, or geometric shapes, of plastic or cardboard letters or numerals

Using individual flannel boards* for mathematics

Finger-tracing numerals on automobile licenses

Feeling of textures of materials (concrete blocks, cotton, velvet, satin)

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*Sew a piece of flannel, 9" x 12", as if making a pillow slip; insert a piece of cardboard; use smaller cutout pieces to make sets and subsets with pieces of yarn to mark off the sets.

Feeling of shapes (squareness, roundness, angularness)

Making designs from parquetry blocks

Handling concrete objects for development of number concepts or word concepts

Matching of common objects such as knives, forks, spoons

Distinguishing between wet and dry, hot and cold, rough and smooth, sharp and dull, hard and soft

Differentiating temperature of water as cold, cool, warm, and hot (using the hand, the elbow, and the foot)

Using a "Feel Box" for distinguishing texture, shape, actual objects, and later letters or numerals (An object which can be seen can be matched to one inside the box.)

Using egg cartons for learning mathematics combinations of 2's, 4's, and 6's; the child actually puts his fingers in the pockets as he says "2", "4"; cartons may be cut to show any set of numbers of painted to show combinations up to twelve. The same activity could be performed with Chinese checker boards.

Using special-made peg boards with pegs, golf tees, or marbles for copying designs, making letters or numerals

Utilizing mathematics materials such as flannel boards, counting sticks, abacuses, and wire geometric shapes

Using raised relief maps and globes

Replicating science experiments from telecasts or science textbooks

The Kinesthetic Approach

Some activities which use the kinesthetic approach follow.

Writing letters or numerals in the air

Drawing shapes in the air

Writing in large letters on the chalkboard or craft paper

Measuring water or sand in cups, pints, quarts, or gallons to reinforce learning of quantity

Measuring the dimensions of the room or the playground

Using the idea of a countdown with children representing different numbers (As his number is called, a child sits or stands.)

Making a clockface on the classroom floor with masking tape (Children can walk or crawl around the face as they tell time; hands are made from durable material and moved to change the time.)

Making collages of sound words, of color, or of texture words (first year, a class collage; second year, class or individual collage, matching words and pictures; third year, collage and sentences describing pictures)

Cutting and pasting to reinforce concepts such as phonics or geometric shapes

Putting together puzzles of maps of the United States or other countries

Dressing a doll to aid in learning names of clothes, seasonal changes in clothing, sequencing, manipulation of different fasteners

Playing with Barrel of Monkeys (twelve plastic monkeys) for use in matching colors, establishing number concepts, developing eye-hand coordination, and sequencing

Using magic tricks to reinforce sequencing, eye-hand coordination, and memory training

Playing Tic-Tac-Toe using chairs rather than squares and children rather than X's or O's (boys against girls)

Playing "Steal the Bacon" (See Appendix, Game 1) or "Spud" (See Appendix, Game 2) on the playground at physical education time to reinforce auditory training, sequencing, auditory memory, and concentration

Playing "Hot Potato" (See Appendix, Game 3) moving from left to right

Playing "Musical Chairs" (See Appendix, Game 4) stressing listening and movement

Using games such as Alphabet Soup Anagrams, or crossword puzzles to involve the hands in making words

Using chess, checkers, Percept-O-Cards, or "Instant Insanity" as games which help extend the attention span and improve concentration

The Gustatory and Olfactory Approach

Experiences which extend a child's knowledge of taste and smell help him to conceptualize as he reads or comes into contact with words.

Identifying various well-known products by smell only

Identifying foods by taste only (with eyes and nose covered), then identifying by taste and smell

Teaching fractions with apples or with sectioned chocolate bars

NOTES

REMEDIATION OF LEARNING DIFFICULTIES--THE VISUAL APPROACH

Problem	Symptoms of Difficulty	Diagnosis
Visual Imperception		Teacher, Counselor, Special Teacher
Irregularity or inefficiency in eye pursuit	Head movement rather than eye movement when following objects horizontally, vertically, circularly, or obliquely	Tear small airplane from paper and fasten to pencil eraser. First, move object horizontally approximately 16 inches from child's eyes. Next, test for vertical, oblique, and circular eye movements. Could child's eyes follow target smoothly? Was movement irregular? Were head movements evident? (See Simpson, Dorothy. *Learning to Learn*, p. 45.) Determine "eyedness" by tearing hole in center of a piece of paper; have child hold it in both hands, wave it slowly up and down three times, then sight through it. Which eye was preferred?
	Inability to follow and track objects visually	
	Difficulty in switching the eye from one object to the other	Use the "Miles Vision Test for Ocular Dominance" (available from the Department of Evaluation, Guidance, and Special Education at the Central Office)

REMEDIATION OF LEARNING DIFFICULTIES--THE VISUAL APPROACH

Representative Activities	Materials
Note: The consent of parents is necessary before extensive use of these activities.	
Repeat target pursuit allowing child to point to target with finger.	Pencil with eraser Thumbtack or tape Paper plane
Cover one eye while other eye follows the target in various eye movements. Repeat activity with other eye. Finally, repeat target pursuits with neither eye occluded. Hold child's head firmly to minimize head movement and encourage eye pursuit, if this is necessary.	Occluders or eye patches may be made or may be purchased at drug counters; and for health reasons each child should have his own eye patch with his name on it.
(Simpson, Dorothy. Learning to Learn, p. 57.)	Simpson, Dorothy. Learning to Learn. Charles E. Merrill Publishing Co., Columbus, Ohio, 43216
(Kephart, Newell. The Slow Learner in the Classroom, p. 250.)	Kephart, Newell. The Slow Learner in the Classroom. Charles E. Merrill Publishing Co., Columbus, Ohio, 43216
(Getman, G. N. How to Develop Your Child's Intelligence, pp. 64-70.)	Getman, G. N. How to Develop Your Child's Intelligence. The Announcer Press. Luverne, Minnesota.
Follow eye movements in the air with hand and arm.	
Follow with eyes a cardboard airplane on a string made in proportion so that it will sail through the air as the child turns his arm.	Miles, Walter R. The A-B-C Vision Test. The Psychological Corporation. 304 East 45th St., N. Y. 17, N. Y.
Provide a box top with holes smaller than the size of the marbles to be used cutting one hole for each marble; let the child move the box top until marbles fall in place. (This activity helps eye-hand movement.) 2 marbles and holes 3 marbles and holes 4 marbles and holes 5 marbles and holes 2 green marbles for eyes and one black marble for nose to make a face	

Problem	Symptoms of Difficulty	Diagnosis
		Counselor, Principal
Lack of established direction in reading and writing		After study of folder and child, refer to specialists such as an opthamologist for vision test. Refer to the Department of Evaluation, Guidance, and Special Education Dept. of E., G., and S. E., Central Office Stanford Binet L-M, Visual Discrimination Tests

Representative Activities | **Materials**

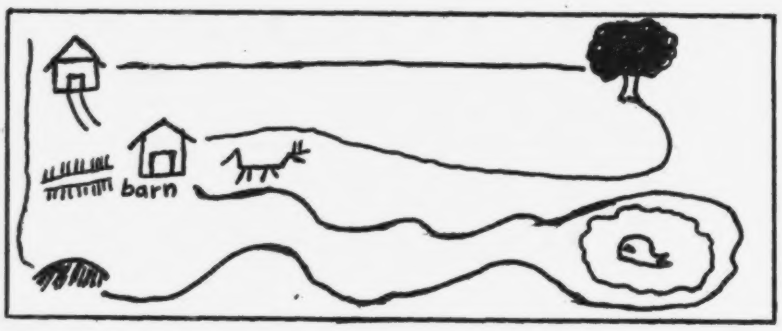
Use a slinky toy with a red ball inside. (The child's eyes will follow the ball as it rolls back and forth inside the slinky. This activity provides eye exercise and also encourages muscular coordination.

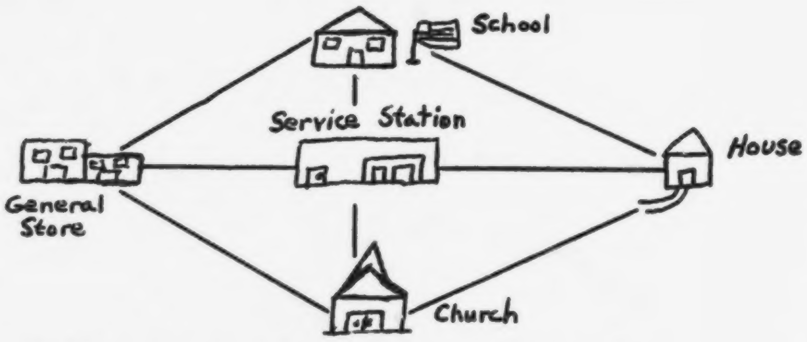
Draw roads one inch wide on chalkboard or chart for child to trace with toy car or substitute, emphasizing directional approach.

Tagboard
Classified ad paper
Newsprint
Two to four inch toy car or substitute

Examples

Follow the line from the house in a forward direction returning to the starting point.



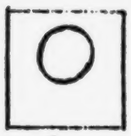
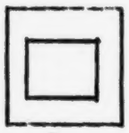
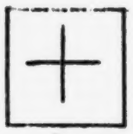
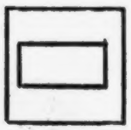
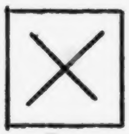
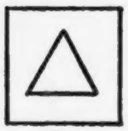
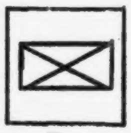
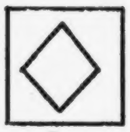
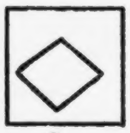


Follow directions given by teacher.

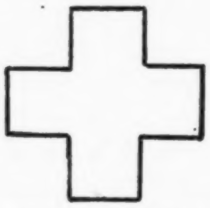
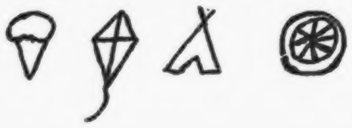
Use suitable seatwork and chalkboard activities from the Frostig "Visual-Motor Coordination" worksheets

Frostig, Marianne & David Horn. The Frostig Program for the Dev. of Visual Perception. Follett Ed. Corp. P.O. Box 5705, Chicago, Ill., 60680

Use activities listed in The Continuous Progress Program in the various Levels; use activities appropriate to the child's actual ability, not necessarily his Level assignment.

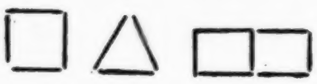
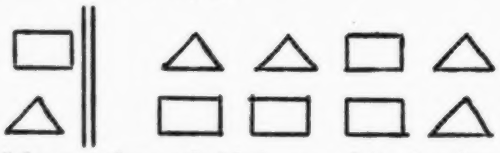
Problem	Symptoms of Difficulty	Diagnosis
		Teacher, Counselor, Special Teacher
Lack of ability to perceive and copy simple geometric forms	Inability to copy a circle Inability to copy a square Inability to copy a triangle Inability to copy a diamond	Make a set of test cards (4" x 6") and put each of the following forms on a separate card, using a large black felt-tipped pen. Arrange in order of difficulty.  1  2  3  4  5  6  7  8  9 Age four, most children can perceive a circle, a square, a vertical line crossed by a horizontal line Age five, a triangle Age six, a diamond Age seven, a rectangle with vertical-horizontal cross superimposed over an oblique cross and a horizontally oriented diamond Ask the child to copy forms with crayon, on separate sheet of paper (6" x 9") as they are presented one at a time. Is help needed with horizontal, vertical, or oblique lines? Do lines come together? Are corners evident? Use Check on Perceptual-Motor Skills. See Appendix, Test 1 for young children. Use Visual Discrimination Test for older children. See Appendix, Test 2

Representative Activities	Materials
Use record and filmstrip, *Look About You*.	*Look About You*. Guidance Associates, Pleasantville, New York
Look for similarities in geometric forms in environment.	
Provide practice in perceiving and copying circles, squares, triangles, rectangles.	4" x 6" cards Large black felt-tipped pen
Use concrete objects so child may feel the edges of various forms.	Jar lids Dominoes Blocks Dowel rods Buttons Pencils Marbles Triangles cut from various materials
	Ilg and Ames. *School Readiness*. Harper & Row. Evanston, Ill.
	Van Witsen, Betty. *Perceptual Training Activities Handbook*. Teachers College Press, Columbia University, New York
Draw outline of flat objects on paper such as a coin, a key, a jar lid. Let child match the objects to the form.	Coins Keys Similar flat objects similar flat objects suitable for tracing
Cut various geometric forms from carpet scraps, mount them on cardboard or plywood, combining the visual and the sensory approaches.	
Use pegboard designs for child to replicate.	Pegs and pegboard A sheet of pegboard 4' x 8' can be purchased from a lumber company and smaller boards cut from it

Problem	Symptoms of Difficulty	Diagnosis
		Teacher, Counselor, Special Teacher
		Ask the child to copy the Greek cross without lifting the pencil from the paper.  See Appendix, Test 3.
		Use one or more of the following tests for additional diagnosis. Primary Test of Perceptual-Motor Skills See Appendix, Test 4. Test of Visual-Motor Skills See Appendix, Test 5. Test of Perceptual-Motor Skills See Appendix, Test 6.
		Teacher, or Special Teacher
	Confusion in matching geometric forms	Give Perception of Form Test. See Appendix, Test 7.
	Lack of association of meaning with a form	Show forms representing various objects for identification. 

Representative Activities	Materials
(Kephart, Newell. *The Slow Learner in the Classroom*, p. 266.)	Kephart, Newell. *The Slow Learner in the Classroom*. Charles E. Merrill Publishing Co., Columbus, Ohio, 43216
Copy a pattern of color as beads are strung.	Wooden or plastic beads
Trace geometric forms.	Large geometric forms
Use "follow the dot" exercises.	
Cut geometric forms.	
Use suitable seatwork and chalkboard activities from the Frostig "Perceptual Constancy" worksheets.	Frostig, Marianne and David Horn. *The Frostig Program for the Dev. of Visual Perception*. Follett Ed. Corp., P. O. Box 5705, Chicago, Ill., 60680
Use games to increase skills in form perception.	
See Appendix, Game 5, Form Bingo.	Form Bingo, Dept. of E., G., and S. E.
See Appendix, Game 6.	
Do parquetry block designs	Parquetry blocks may be purchased from school supply houses
See Cruickshank, Chapter V, pages 131-254. or	Cruickshank, Wm. M. *et al*, *A Teaching Method for Brain-injured and Hyperactive* Children. Syracuse University Press, Syracuse, N. Y.
(Van Witsen, Betty. *Perceptual Training Activities Handbook*, p. 17.)	Van Witsen, Betty. *Perceptual Training Activities Handbook*. Teachers College Press, Columbia University, New York.
Use templates and ask the child to trace geometric forms with crayon or pencil.	Templates may be cut from cardboard or plywood
Use *Percept-O-Cards*. See Appendix, Game 7.	*Percept-O-Cards* (available in the Dept. of E., G., and S. E.)

Problem	Symptoms of Difficulty	Diagnosis

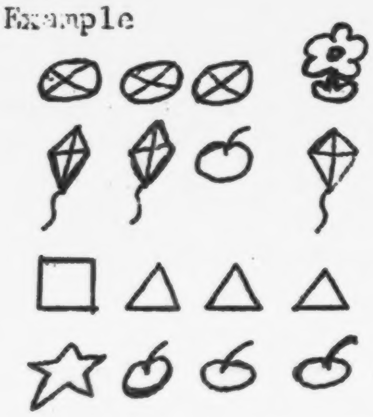
Representative Activities	Materials
Use games involving Form Perception See Appendix, Game 6.	
Use First Learning Games, "Shapes and Sizes."	First Learning Games. Golden Press, A Division of Western Publishing Co., Inc., 239 Great Neck Road, Great Neck, N. Y., 11021
Use commercially made sewing cards to encourage form perception.	
Use straws or toothpicks to construct simple geometric forms glued on cardboard; ask the child to duplicate these, varying forms to suit individual needs. 	Straws Toothpicks
Let the child "follow the dots" or follow the numbers on various geometric figures.	
Use overhead projector to flash geometric forms for recall; then let the child copy the forms.	
Use Perceptual-Motor teaching materials consisting of three units, Visual-Perceptual Excercises, Perceptual Bingo, and Visual-Motor Template Forms.	Teaching Resources, New York Times. Erie Program (available in Dept. of E., G., and S. E.)
Use Section B Fairbanks-Robinson "Program for Perceptual-Motor Development." Use Program/7, level 7 or Program/7, level 2 depending upon the child's level of functioning rather than his age.	Fairbanks-Robinson. "Program for Perceptual-Motor Development." Teaching Resources, New York Times
Let the child make geometric forms with clay.	Clay
Ask the child to name square objects within range of vision.	
To select objects of like shape from a box of objects of mixed shapes	Objects of various shapes
To fingertrace forms of objects of various shapes	
To trace these objects on paper	
Project acetate drawings with examples such as the following.  Allow the child to find the one like the first one.	

Problem	Symptoms of Difficulty	Diagnosis
		Counselor, Principal Study the child's folder. Refer for special help if needed. Utilize perceptual-motor teaching materials. Use one or more of the following tests of visual perception. Beery, Keith. *Developmental Test of Visual-Motor Integration* *Frostig Developmental Test of Visual Perception: Form Constancy and Position in Space Test* Gesell, Arnold. *Gesell School Readiness Tests: Visual Test 1, Orientation of Forms* Valett, Robt. E. *Developmental Survey of Basic Learning Abilities* Dept. of E., G., and S. E. Stanford Binet L-M, Visual Discrimination Tests

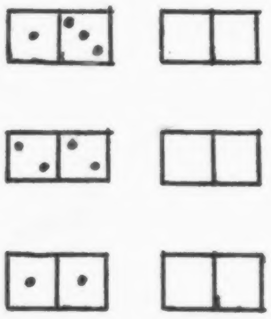
Representative Activities	Materials
Use filmstrips *Visual Perceptual Skills* *Visualization* *Visual Discrimination and Matching*	Educational Record Sales, 500 S. Douglas St., Elsequno, California
	Beery, Keith. *Developmental Test of Visual-Motor Integration*. Follett Ed. Corp. P. O. Box 5705, Chicago, Ill., 60680 Frostig, Marianne and David Horn. *Frostig Developmental Test of Visual Perception: Form Constancy and Position in Space Test*. Follett Ed. Corp., P. O. Box 5705, Chicago, Ill., 60680 Gesell, Arnold. *Gesell School Readiness Tests: Visual Test 1, Orientation of Forms* Valett, Robt. E. *Developmental Survey of Basic Learning Abilities* Consulting Psychologist Press, Inc., 577 College Ave., Palo Alto, Calif. (available in Dept. of E., G., and S. E.) Stanford Binet L-M, Visual Discrimination Tests (Manual, pp. 74-75, 78, 79, 82)

Problem	Symptoms of Difficulty	Diagnosis
		Teacher, Counselor, Special Teacher
Eye-hand coordination	Failure to stay within the lines of simple forms when coloring	Start with simple forms, let child color as directed on large sheets of paper with primary size crayon.
	Irregularity in lines when following dots	
		Outline forms with dots; let the child follow the dots.
Identification of colors	Inability to designate various colors	Have child match colors to objects of the same color.
		Teacher
Attentional	Lack of interest in visual tasks	Daily observation and evaluation
		Counselor, Principal
		Observation when additional help is needed
	Daydreaming	

Representative Activities	Materials
Color with crayon on paper taped to the wall, using templates, or color on chalkboard with large chalk. The form in templates should be outlined with a wide, black line. Later transfer this activity to the desk or the table. The child should color the outline of the form first.	Templates Chalk Crayons Paper
Use suitable activities from the Sections C and D of the Fairbanks-Robinson program	Fairbanks-Robinson "Program for Perceptual-Motor Development." Teaching Resources, New York Times
Use color games from First Learning Games.	First Learning Games. Golden Press, A Division of Western Publishing Co., Inc., 239 Great Neck Road, Great Neck, N. Y., 11021
Use brightly colored chalk and colored felt-tipped markers to itensify anything presented visually and let the child do the same.	Chalk Felt-tipped markers
Write large letters on chalkboard, charts, and seatwork.	
Help the child to fingertrace large letters in cursive style emphasizing kinesthetic, tactile, and auditory approaches as well as visual.	Shedd, Chas. and F. Blankenship. APSL materials U. of Alabama Medical College
Supplement visual activities with heightened tactile stimulation. Use kitchen cleanser or silicone sprinkled on glue covering the outline of letters. See Appendix, Suggestion 1.	Cleanser or silicone Glue Tagboard
Change pace frequently in presenting material. Speed up, then slow down. Speak softly, then more loudly.	
Use gestures, motions, movement around the classroom, and a variety of facial expressions.	
Give directions for seatwork from a certain place each day, preferably in the front of the room.	

Problem	Symptoms of Difficulty	Diagnosis
	Short attention span	
		Teacher, Counselor, Special Teacher
Perception of form	Lack of ability to recognize similarities in forms	Show cards with pictures on them; ask the child to identify the picture that is different. Example  See Appendix, Test 6.
		Show the child a card with a pattern on it; allow him to look at it for five seconds; ask him to draw it. More difficult forms should be presented at later stages of development.

Representative Activities	Materials
Remember that children need the opportunity to move about the room. When a short attention span is evident, use a rhythm activity, a physical exercise, or other relaxing technique.	Rhythm records Rhythm instruments Ed-U-Cards "Farm Lotto" "Zoo Lotto" School supply houses
See Appendix, Suggestion 2. "Working with the Indifferent Child"	
See Appendix, Suggestion 3. "Ability to Concentrate"	
Use filmstrips Visual Memory	Educational Record Sales, 5005 S. Douglas St., Elsequno, California
Think, Listen and Say (filmstrips and records)	Eye Gate House, Inc., 146-01 Archer Ave., Jamaica, N. Y., 11435
Use charts with exercises similar to those used for diagnosis.	
Ask the child to place various objects on the outline of the objects drawn on tagboard or chalkboard: a block, a yo-yo, a chalk eraser, a triangle.	Various objects of specific forms
Provide experience in form matching.	"Shape-O," a Tupperware toy Derby Distributors, Bishop Lane, Louisville, Ky. 40218
See Appendix, Game 8. "Form Perception Cards"	
Paste different shapes made of felt on cardboard; the child feels and names one with his eyes open; then feels and names the same one with his eyes closed; omit step one as soon as possible; increase the number of objects slowly.	
Use games to develop understanding of forms.	
Use "Postal Station" or "House That Jack Built."	"Postal Station" or "House That Jack Built." School supply companies
Present cards or exercises in which child replicates domino patterns. This may be done on chalkboard, flannel board, or large paper.	Flannel board Large sheets of newsprint Dominoes Crayons Large dominoes 4 1/4" x 8 3/8" Giant beaded dominoes School supply houses



Problem	Symptoms of Difficulty	Diagnosis
		Counselor, and Dept. of E., G., and S. E. Frostig, Marianne. Developmental Test of Visual Perception
		Teacher, Counselor, Special Teacher
Perception of form in numbers, letters, and words	Lack of ability to recognize similarities and differences in numbers, letters, the structure of words	Match identical, large cardboard capital letters, such as B for B; X for X. Match identical, large cardboard numbers.

Representative Activities	Materials
Use First Learning Games, "Animals," "Friends," or "Things That Go," for picture domino games.	First Learning Games. Golden Press, A Division of Western Publishing Co., Inc., 239 Great Neck Road, Great Neck, N. Y., 11021
Use suitable seatwork and chalkboard activities from The Frostig Perceptual Constancy worksheets.	Frostig, Marianne and David Horn. The Frostig Program for the Dev. of Visual Perception. Follett Ed. Corp., P. O. Box 5705, Chicago, Ill., 60680
Use suitable form recognition activities from Section B of the Fairbanks-Robinson program. Use paper-folding techniques, such as origami.	Fairbanks-Robinson. "Program for Perceptual-Motor Dev.," Teaching Resources, New York Times
(Van Witsen, Betty. Perceptual Training Activities Handbook. p. 66).	Van Witsen, Betty. Perceptual Training Activities Handbook. Teachers College Press, Columbia University, New York
(Harris and Clark. More Than Words. pp. 137-145, Workbook, p. 76).	Harris and Clark. More Than Words. The MacMillan Co., New York, New York
	Consulting Psychologist Press, 577 College Ave., Palo Alto, California
Cut out letter and letter combinations and put them in small boxes. The child should say the letters, combinations, or words aloud to combine the visual and auditory approach. After the word is successfully put together, have it written or printed in large letters. Size is a critical factor. Repeat this activity until some improvement is shown.	Ed-U-Cards "ABC Lotto Game" School supply companies
Make cards appropriate for child's needs; use for drill with Language Master.	Language Master. Bell & Howell, Audio-Visual Products Division, 7108 McCormick Rd., Chicago, Ill., 60645

Problem	Symptoms of Difficulty	Diagnosis
		Show cards with groups of letters on them. Have child tell which letter in each group is different. w m w w p p p q a o o o b b b d d p d d c c c o p g p p u n n n s x x x Use Elementary Test of Perceptual-Motor Skills. See Appendix, Test 8.
	Reversal of letters or numbers	As child improves in form perception let him print the following letters, watching for reversals and difficulty in the performance of this task. p q w m s z b d h n o e m n z c c e Teacher, or Special Teacher Provide exercises such as the one on the following page.

Representative Activities	*Materials*
Use letter separation techniques by leaving space between each letter in a word, emphasizing individual letters rather than complete word. This is necessary for those pupils who cannot perceive letters in close sequence. Rather than looking at whole words, a child with this particular perceptual-motor disability must learn letter by letter. Provide letters cut from magazines or newspapers, selecting letters about 1/2" to 1" in height. Put different letters in different boxes or in different piles on the table. Give the child a word to build and have him select letters one at a time to build the word.	*The Edith Norrie Letter Case.* (available for examination from the Dept. of E., G., and S. E.)
For additional exercises see Shedd, Charles. *Perceptual Motor Skills*.	Shedd, Charles. *APSL Approach to Literacy. Perceptual Motor Skills.* U. of Alabama, Birmingham, Alabama
Provide cards with letters or numbers on them for child to identify and copy in large print.	
Allow child to finger point as long as this is necessary.	
Let the child write *large* letters or numbers (approximately 10-12 inches high) on the chalkboard. These may be traced over with chalk or a paint brush dipped in water. The letter name or number should be repeated orally as it is written and traced.	Chalk Paint brush
Cover 9" x 12" cardboard with plastic so a sheet of paper can be inserted; let child use a grease pencil to trace, following arrows, the numerals or letters that are on the paper.	
Tape, to a pegboard, a tagboard strip on which different colored numerals are written, spaced as far apart as the horizontal rows on the pegboard; let the child use pegs to match the color and the number.	

Problem Symptoms of Difficulty Diagnosis

Look at the words below.
Draw a circle around the words in each row whose first letter is the same as the first letter in the first word.

Examples

fast	firm	ran	farm	funny
ball	look	boy	bang	go
see	let	so	say	some
dig	big	doll	dot	do

For additional word lists, see Appendix, Suggestion 5.

Change the first letter in each of the following to make three new words.

Example

jump lump dump hump

fight ____ ____ ____

mad ____ ____ ____

tore ____ ____ ____

For additional word lists, see Appendix, Suggestion 6.

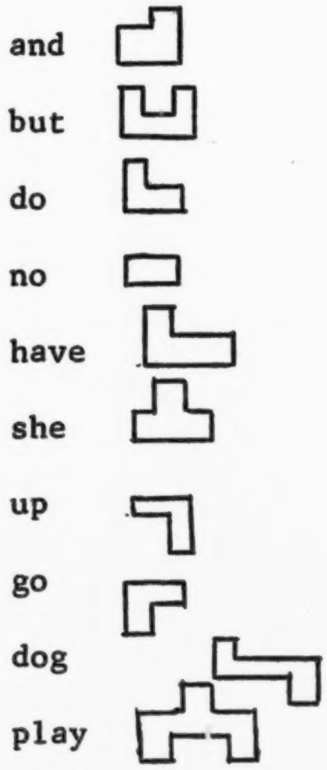
Look at the words below.
Draw a line under those words in each row whose last letter is the same as the last letter in the first word.

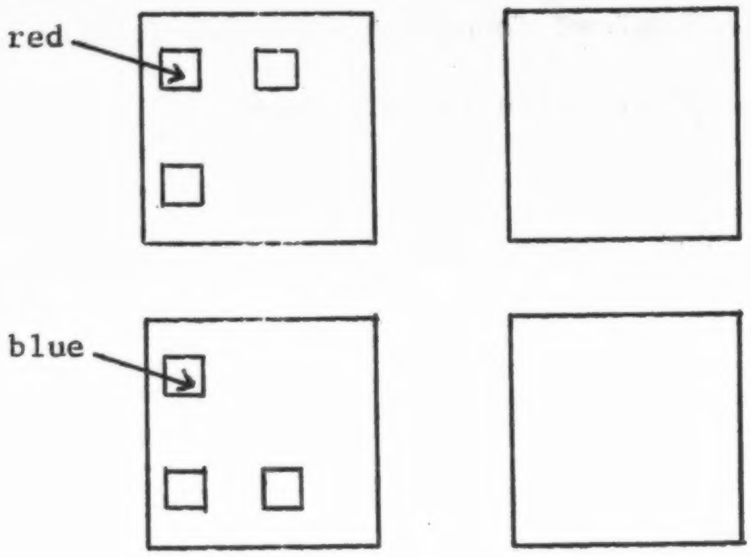
Example

fast	firm	rat	can	hat
see	look	bee	tree	sky
rob	steal	take	cob	mob
go	stop	stay	come	no

For additional word lists, see Appendix, Suggestion 7 and Suggestion 8.

Representative Activities	Materials
Provide opportunities for word matching exercises. See Appendix, Suggestion 4.	
Use word wheels to learn word families, blends, rhyming words, endings, and beginning sounds.	Word wheels
Use a primary typewriter to print word lists.	Kottmeyer, William. Remedial Reading. Webster Division, McGraw-Hill Book Co., St. Louis, Missouri. p. 142
	Horrocks, Edna and Terese Norwick. Plans for Teaching the Word Study Charts. Ginn and Co., Chicago, Ill. p. 19
Use exercises similar to those used for diagnosis.	Adopted language arts materials such as the teacher's edition of the reader, the speller, and the language book
Expose a word on a flash card for a brief interval and have the child state the number of the letters.	Supplementary materials such as Webster reading materials: Dr. Spello: Conquests, McGraw-Hill Book Co., Manchester Rd., Manchester, Missouri, 63011
Expose words with a consonant at the beginning, in the middle, or at the end; let child tell position of consonant in the word.	Phonics We Use, Learning Games, Kit and Spelling Learning Games, Kit E. Lyons & Carnahan, Inc., Chicago, Illinois

Problem	Symptoms of Difficulty	Diagnosis
		Teacher, Counselor, Special Teacher
Configuration	Confusion in general Configuration or shape of words	Match pictures to outline drawings. Use an exercise such as the following; ask the child to match forms cut from cardboard to fit the shape of certain words, avoiding detailed configuration patterns.  and but do no have she up go dog play Use Dolch list, see Appendix, Suggestion 9.

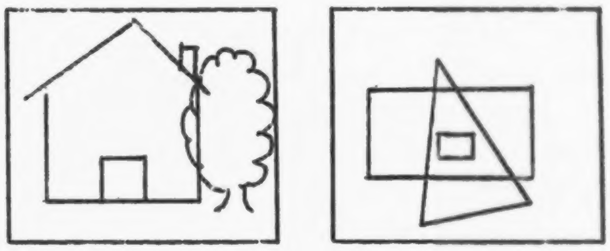
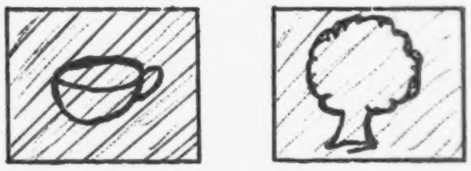
Representative Activities	Materials
Select a picture of a house or other object and outline it with a felt-tipped marker. Make an outline of the house on another card and have the child match the picture to the outline.	Simple pictures of various objects, cut from old workbook or magazines Markers Tagboard
Print words on the chalkboard in large letters. Examples how (first letter is a tall letter) not (last letter is a tall letter) rabbit (middle letters are tall) you (first letter hangs down) up (last letter hangs down) Ask the child to go to board and draw the shapes of the word. how not	**Ed-U-Cards** "Object Lotto" "Picture Dominoes" School supply companies
Cut out colored one-inch squares of tagboard. The child should have envelopes with squares separated by color, six of each color. Show a pattern and have the child duplicate it. 	Colored tagboard Envelopes
Let child use Percept-O-Cards.	Percept-O-Cards. Dept. of E., G., and S. E.

Problem	Symptoms of Difficulty	Diagnosis
Visual memory and sequencing	Inability to recall accurately previous visual experiences	Teacher, Counselor, Special Teacher Show the child briefly a sequence of simple pictures; have him repeat the order in which they were shown; increase complexity and number of pictures shown as recall improves. Show the child a sequence of numerals; follow same procedure as preceding activity.
	Short attention span	Have child replicate with dominoes patterns presented briefly
	Inability to follow specific patterns or remember the order of letters in words Example This is a boy. Hits si a yob.	Teacher, Counselor, Special Teacher Observation in daily work

Representative Activities	Materials
As skill improves, colored squares may be mixed and patterns made more difficult. Squares may also be drawn, colored, or cut by the child to repeat the pattern.	
Use the overhead projector with transparencies for similar activities.	
Use suitable seatwork and chalkboard activities from *The Frostig Perception of Position in Space* worksheets.	Frostig, Marianne & David Horn. *The Dev. of Visual Perception*. Follett Ed. Corp. P. O. Box 5705, Chicago, Ill., 60680
Continue exercises similar to the ones used for diagnosis.	Pictures
Use filmstrips *Visual Perceptual Skills* *Visual Memory*	Educational Record Sales, 500 S. Douglas St., Elsequno, California
Use carrels or similar screening devices to limit distractions.	Listening station Head sets
Use listening stations to coordinate audio-visual activities.	
Play the game, *Concentration*.	School supply companies
Play the game, *Percept-O-Cards*.	Dept. of E., G., and S. E.
Ask the child to name foods eaten for breakfast; to describe an animal; to describe the bulletin board; to tell the previous day's activities in sequence.	
Show figures with missing parts; have child identify what is missing. Show figures with distorted parts; let child identify errors.	*Ed-U-Cards* "Around the House Lotto" "On the Farm Lotto" "What's Missing Lotto" "School Lotto" School supply companies
See Appendix, Suggestion 10.	
Arrange a series of objects in a certain order; scramble the objects and ask the child to repeat the pattern	Various objects such as: Ruler Pencil Eraser Crayon Book

Problem	Symptoms of Difficulty	Diagnosis
		Counselor, Principal Refer child to the Dept. of E., G., and S. E. for special evaluation.
Part-whole relationships	A series of parts in an object is seen rather than the object itself	Teacher, Counselor, Special Teacher Show child a toy truck. Does he see the wheels? The bumpers? The steering wheel? Can he think of it as a vehicle or is it a series of parts to him?
	Inability to see missing parts in a figure	Teacher, Counselor, Special Teacher Cut a large letter from cardboard, removing a portion of it; ask the child to replace the missing part or parts.

Representative Activities	Materials
Make chains of colored paper strips, copying a prescribed pattern. Then develop own pattern.	*Ed-U-Cards* "Object Lotto" School supply companies
Cut a word into letters and ask the child to build the word to fit the one in the sentence; continue until sentence is completed. Direct the child to copy the sentence in *large* letters.	*The Edith Norrie Letter Case*
Use strip charts of patterns of objects for additional drill. The charts suggested are also appropriate for rhythms, visual memory, coordination, and spatial relationships.	*Perceptual Development Program*. Audio Dynamic Research, 1219 East 11th St., Pueblo, Colorado, 81001
Give each child in the group a word that is a part of a sentence written on the chalkboard or in a pocket chart; let them assemble the words in sequence.	
Cut up simple stories, pasting sentences on tagboard; let child reassemble the story in sequence.	
Use *Elementary Tachist-O-Flasher Kit*	*Elementary Tachist-O-Flasher Kit*. Learning Through Seeing Inc., Sunland, California
Let child close his eyes and feel a simple object, thinking of the whole rather than separate parts of it.	Toy truck
Present toy doll house; use furniture and dolls for free play.	Doll house Toy furniture Small dolls
Let the child identify objects in the doll house, again trying to emphasize the whole rather than the parts.	
Ask the child to identify large objects in the room such as a chair, a desk, or a table.	
Mount a magazine picture of a person or of an object on tagboard. Direct the child to replace parts of the figure that have been cut out.	Tagboard Pictures
Work jig-saw puzzles.	

Problem	Symptoms of Difficulty	Diagnosis
Figure-ground relationship	Inability to distinguish figure from ground	Show cards with overlapping figures; ask the child to finger trace, then draw and color the figures. Observation should reveal child's ability to differentiate visually.  Teacher, Counselor, Special Teacher Show card with pictures such as these. Have child identify figures.  See Appendix, page 2 of Test 2. Teacher Observation in daily work If the child has difficulty keeping eyes on a certain word in the line, it may be necessary to have him point to the word even though children have been discouraged in this practice.

Representative Activities	Materials
Use stencils to encourage perception of form; color the background.	Stencils
Use visual discrimination exercises.	
Use suitable seatwork and chalkboard activities from Frostig "Figure Ground Perception" worksheets.	Frostig, Marianne & David Horn. *The Frostig Program for the Dev. of Visual Perception*. Follett Ed. Corp. P. O. Box 5705, Chicago, Ill., 60680
Use very simple puzzles with a minimum number of parts with good figure-ground contrasts.	*Judy Puzzles* School supply companies
Use hidden figure types of exercises; ask the child to identify specific objects in pictures such as a horse in a pasture, the horse being the figure and the pasture being the ground.	
Use filmstrip, *Figure Ground Perception*.	Educational Record Sales, 500 S. Douglas St., Elsequno, California
Use suitable figure-ground exercises from the Fairbanks-Robinson program for perceptual-motor development, Section G.	Fairbanks-Robinson Program. *Teaching Resources*, New York Times
Let child draw lines under certain words in the reader.	
Give child a page number and see how quickly he can put his finger on the word that has been underlined.	Condemned books Old workbooks
Let the child move a finger from word to word or use a liner when reading.	

Problem	Symptoms of Difficulty	Diagnosis
		Counselor, Principal Refer child for special evaluation to the Dept. of E., G., and S. E.
Spatial relationships	Disconnected parts in drawing	Teacher, Counselor, Special Teacher Ask the child to draw a picture of himself. Are arms, legs, and head attached to the body? Are feet and hands attached to legs and arms? Are parts of the face spatially oriented?

Representative Activities	Materials
Allow child to finger point when reading.	
In order to decrease stimuli have the child frame a word with his hands when working at the chalkboard.	
Use window markers to isolate words, then phrases, and lines.	Kottmeyer, William. *Remedial Reading*, Webster Division, McGraw-Hill Book Co., St. Louis, Missouri. p. 230
Cover pictures on a page to decrease distractions.	
For those children who have difficulty keeping their eyes on a particular word, use marking devices or pieces of paper with slots in them on which arrows have been placed to indicate direction of travel (reading from left to right).	Cruickshank, Wm. M., *et al*. *A Teaching Method for Brain-injured and Hyperactive Children*. Syracuse University Press, Syracuse, N. Y. p. 84
Use page covers with cutouts so child sees one mathematics problem at a time, rather than the entire page.	
Use *EDL Controlled Reader* as a tachistoscope for word recall.	*Educational Development Laboratories Controlled Reader*. Educational Developmental Laboratories, Inc., Huntington, N. Y., 11743
Use flannel board and let the child assemble basic parts of a human figure; then assemble a house with windows, door, chimney.	Flannel board *Instructo Flannel Board Aids* "My Face and Body" School supply companies
Use puzzles for child to reconstruct parts of objects.	"Zoo-It-Yourself," a Tupperware puzzle. Derby Distributors, Bishop Lane, Louisville, Kentucky Child-made and teacher-made puzzles

Problem	Symptoms of Difficulty	Diagnosis
	Poor concept of distance	

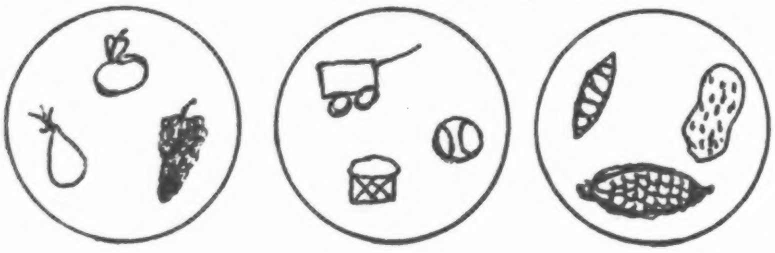
Representative Activities

Use doll house and furniture to increase understanding of categories, groups, and spatial relationships.

Example

Place kitchen furniture in proper room.

Devise sets of objects for child to categorize--fruits, toys, vegetables.



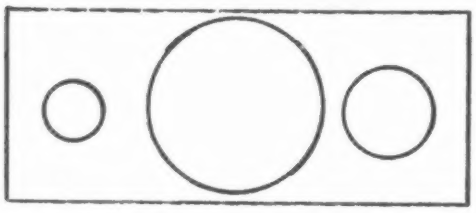
Count the number of steps from the chair to the teacher's desk.

Compare the distance between the chair and the chalkboard and the chair and the window.

Use bean bag toss or ring toss to increase awareness of distance.

Bean Bag Toss

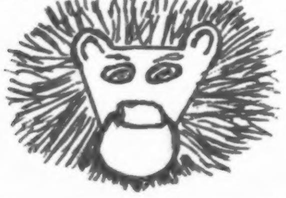
Large box with holes of three sizes
Box may be set upright or placed flat on floor.



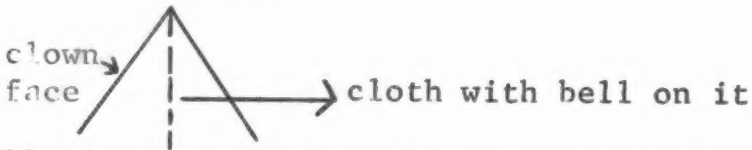
The box should be deep enough that the child would have to reach in with outstretched arm to get the bean bag.

Bean Bag Lion Mouth

Make simple and not too "busy."



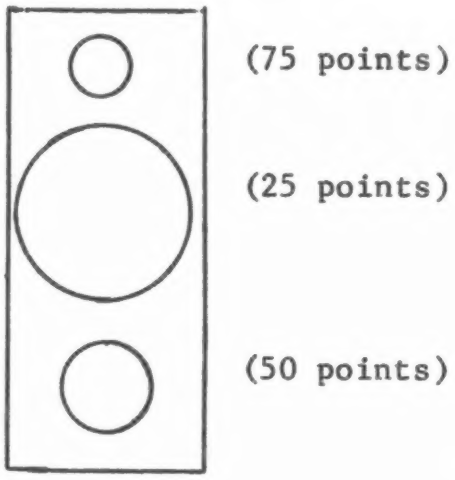
Bean Bag Clown Face



Bell rings as the bean bag goes through.

Materials

Doll house and furniture



REMEDIATION OF LEARNING DIFFICULTIES--THE AUDITORY APPROACH

Problem

Auditory Imperception

The inability to recognize sounds

The inability to understand spoken words

The inability to place sounds in sequence or direction

The inability to retain and recall what is heard

The inability to make a meaningful verbal response to sounds

Symptoms of Difficulty

Imperfect reproduction of speech sounds

- High unnatural voice
- Incorrect order of syllables in speech
- Incorrect order of words in sentences
- Omission or distortion of word parts in speech (beginning, medial, or endings)

Inability to reproduce rhythm patterns

Turning the head to hear

Difficulty in differentiation of pitch or volume

Difficulty in determining distance and direction of sound

Inability to follow sequentially oral directions involving several steps

Gross spelling errors

Inability to distinguish between similar phonetic sounds

Diagnosis

Teacher

Observe and keep notes concerning children who have learning difficulties.

Administer Weekly Reader or similar tests for listening.

Play games requiring distinct enunciation, e.g.

I am ____________________.
I live at ________________.
My neighbor is ____________.

Give simple tests to determine whether or not there is a hearing loss; e. g. whispering or a ticking watch.

Refer to the counselor for further testing a child, who over a period of time, exhibits several of the symptoms listed in the preceding column.

Counselor, Special Teacher, or Principal

Study the child's folder for teacher observations and test results on parts of the tests that apply to auditory discrimination.

Administer one or more of the following tests.

- The Wepman Auditory Discrimination Test
- The Auditory Discrimination and Auditory Blending section of the Gates-McKillop Reading Diagnostic Tests

REMEDIATION OF LEARNING DIFFICULTIES--THE AUDITORY APPROACH

Representative Activities	Materials
For building auditory perception begin with words the child knows by sight and proceed with other activities, using those words as the basis of phonics activities.	Instructional tapes Auditory Perception Skills Auditory Skills Tapes Unlimited
Ask the child who has difficulty in reproduction of phonetic sounds to watch the teacher's mouth movements and to compare with his own mouth movements in a mirror.	Mirror
Require the child to face the speaker in general classroom activities.	
Provide preferred seating and amplification for children who appear to have auditory problems; the classroom teacher should share information on the child's difficulty and remedial efforts with all other teachers involved.	Listening station (headsets with individual volume control)
Provide experiences in choral reading. (Choral reading stimulates the reader with auditory problems because he is able to lose his identity in the group. He can hear and correct his auditory deficiencies in a group situation. The rhythm and familiar lines tend to pull him along and drive home the corrective sound.)	

Problem	Symptoms of Difficulty	Diagnosis
	A failure to distinguish among sound stimuli and to concentrate on the relevant and important stimulus (e.g., the teacher's voice or the telecast)	The Mills Reading Test to determine the best method or avenue of learning for each child Test of Auditory Acuity See Appendix, Test 9. Read a short descriptive poem or paragraph to the child; ask questions in order to determine the child's sequencing and understanding. Make arrangements for tests to determine whether or not there is a hearing loss.
	Distractibility	
	Inability to express ideas through voice inflection	
	Ability to repeat words but not to follow through on meaning of words (e.g., cannot follow directions)	
	Enjoyment of art until the lesson requires following oral directions	
	Asking for directions to be repeated	
	Losing the place when following oral reading	
	Inability to take dictation	

Representative Activities	Materials
Before beginning choral reading, discuss with the group the following. Using the voice to show mood Reading clearly and distinctly Reading by phrases Using suitable rate Determining which lines should or could be read loudly, softly, as solos, or in unison	
Involve parents in systematic training by using listening games fifteen minutes each night; e.g., ask them to see which member of the family can "hear the most" and can tell or write the most. (Some of the games listed in this guide should be recommended to parents as suitable for use at home. Suggest that the family use tape recorders or story records.)	Wagner, Gary, et al. Listening Games, Teachers Publishing Corporation, Darien, Connecticut $2.25 Records First Listening Experiences, Educational Record Sales Learning to Listen, Children's Music Center Let's Listen, Educational Record Sales Skill tapes--either commerical or teacher-made--Listening with Mr. Bunny Big Ears Language Master with teacher-made, student-made, or commercial cards Phonics We Use, Learning Games Kit, Lyons and Carnahan, Inc., Chicago, Illinois
Involve the speech correctionist in therapy for the child and for a source of ideas for classroom and home use.	Speech Correction Guide for Elementary Schools, Jefferson County Public Schools
Involve the music teacher in planning activities which will aid in developing auditory perception, in vocal response, and in music appreciation.	Music Handbook, Jefferson County Public Schools Music Guide for Educable Mentally Handicapped and Transition, Jefferson County Public Schools

Problem	Symptoms of Difficulty	Diagnosis
Difficulty with auditory acuity--the ability to receive and differentiate auditory stimuli		

Representative Activities	Materials
Use purposefully FM Radio and instructional television for listening activities.	FM Radio, schedule and guides. Kentuckiana Television programs and guides, Kentucky Network Television programs and guides
Use activities listed in *The Continuous Progress Program* under "Listening" in each Level of Language Arts; use activities appropriate to each child's actual ability, not his Level assignment.	*The Continuous Progress Program*, Jefferson County Public Schools Records *What is Listening?* Educational Record Sales *Listening Time*, 3 albums, Educational Record Sales *Listen*, Educational Record Sales *Listening Skills for Pre-Readers*, 5 albums, Educational Record Sales
Provide sound stimuli from different sections of the room, asking children to tell from which part of the room the sound originated; use terms "right or left," "front or back," "high or low."	Vallet, Robert, *The Remediation of Learning Disabilities*, Fearon Publishers
Ask children to close their eyes and identify sounds (tinkling bell, items dropped on desk, running water, street sounds).	Record *Sounds I Can Hear*, Scott Foresman and Company
Ask children to identify sounds at home and list them (bacon frying, screen door slamming, crickets chirping); as children progress in sophistication, ask them to list things heard in sequence.	Filmstrip *These are the Sounds About You*, Guidance Associates Teacher-made tapes of sounds such as "Summer Sounds" "Sounds at Home" "River Sounds" "Seasonal Sounds"
Give opportunities for dancing, clapping, patting the feet to music, using rhythm instruments.	Pupil-made rhythm band instruments

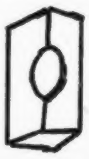
Problem	Symptoms of Difficulty	Diagnosis
Difficulty with auditory decoding--the ability to understand spoken words and to identify sounds		

Representative Activities	Materials
	Records *Rhythms for Physical Fitness*, Educational Record Sales *Fundamental Steps and Rhythms*, Educational Record Sales *Dance a Story*, Educational Record Sales *Nursery Rhythms for Dramatic Play*, Educational Record Sales *My Playmate the Wind*, Educational Record Sales *The Rhythms Hour*, Educational Record Sales *Adventures in Rhythms*, Educational Record Sales *Rhythmic Play Games and Dances*, Pelfrey's School Supply Co.
Ask children to pantomime to records or tapes.	*Classroom Rhythms from Land of Make Believe*, Educational Record Sales A comprehensive list of records for different ages may be obtained from Phoebe James Box 286 Verdugo City, California
Amplify sounds through speaking directly in the child's ear, through raising the voice, through tape recordings and headsets, through microphone and headsets.	Teacher-made tape of spelling tests (for amplification if needed) *SRA*--*Listening Kit* with listening stations (separate earphones) Gene Darby and Richard Hornaday, *The Time Machine Series*, Field Enterprises (Books on levels from preprimer through 2.5, with accompanying records)

Problem	Symptoms of Difficulty	Diagnosis

Representative Activities

Use milk cartons for amplification. Cut a football-sized hole from a half-gallon milk carton; the child can hold the carton in such a way that the hole covers his mouth and his ear; as he speaks in the carton, the sound is amplified in his own ear.



Use the technique of pacing (reading to the pupils at one rate and then speeding up or slowing down or changing the pace between the initial and later presentations).

Give opportunities for listening to sounds to recognize tempo and pitch; use autoharp, music bells, pitch pipe; get help from the music teacher.

Play the game "What Is It?"
Children close their eyes; the leader makes some of the familiar sounds listed below and calls on a child to identify them; the children do not see the object and must get their clue only by sound. (If the children cannot keep their eyes closed, the leader could perform the action behind a screen or at the back of the room.)

Suggested Sounds

- Tearing paper
- Trimming pencil
- Walking, running, trudging, shuffling
- Clapping hands
- Sneezing, coughing, blowing nose, clearing throat
- Tapping (glass, wood, metal)
- Jingling or dropping money
- Opening and closing window drawers
- Pouring water, splashing water
- Shuffling cards

Materials

Reading and Listening Books, Science Research

My Own Book for Reading and Listening, Science Research

Tape recorder

Student-made, class-made, or teacher-made tapes

Language Master

Van Witson, Betty. Perceptual Training Activities Handbook, Teachers College Press, Columbia University $1.95

Problem	Symptoms of Difficulty	Diagnosis

Representative Activities	Materials

Blowing a whistle, pitch pipe

Banging blocks

Ringing bell

Vibrating sound (bobby pin, tuning fork)

Sweeping sound (brush, broom)

Raising or lowering window shade

Beating erasers

Bouncing ball

Snapping light switch

Knocking on door

Moving desk or chair

Snapping fingers

Stirring paint in water

Chattering teeth

Clicking of the tongue

To give added practice in following oral directions, give each child a blank sheet of drawing paper and crayons; start with a single direction, "Draw a man"; as the child progresses, add more items of a more complicated nature, such as "Draw a man sitting in a chair under a tree."

To develop listening habits and following directions, to check on a child's ability to decode auditory stimuli, and to help develop body image, play such games as "Mother, May I?" or give directions such as, "Pick up a book; bring it to the desk; sit down."

Call out numbers which the child writes, developing skills in place value, sequencing, listening, and transferring oral numbers to symbols.

Provide opportunity for oral language development.
See Appendix, Suggestion 11.

Problem	Symptoms of Difficulty	Diagnosis

Representative Activities	Materials
Ask such questions as "Do birds have feathers?" or "Do elephants drive cars?" (If the answer is "yes," ask the child to raise his right hand; if the answer is "no," to raise his left hand.)	
Play "Feather, Feather" (Each player and the leader puts a forefinger on a table; the leader says, "Feather, feather, feather, goose feather" or "--------- feather;" if the animal mentioned has feathers, the children raise their fingers; if the animal does not have feathers, the children keep their fingers on the table; the leader raises his finger each time; a variation could be rising from a seat as a correct response.)	
Play "Simon Says" or "Clap, Stoop, Stand" or "Do You Have the Button?"	*Readiness Activities*, Jefferson County Public Schools, pg. 29
Play "Bring Me". See Appendix, Game 9.	
Read orally, the teacher and the child reading the same passage together at the teacher's rate of speed, while the child follows the words with his finger.	R. G. Heckelman, *Using the Neurological Impress Remedial Reading Technique*, DeWitt Reading Clinic 35¢
Read captions from filmstrips together, the child using a pointer.	
Use records from The American Printing House for the Blind or teacher-made tapes of textbooks or trade books; the child can listen through headsets and follow the reading in his book.	Records, The American Printing House for the Blind Tapes of Books
Vary the rate and volume of speaking and tonal patterns while talking to children.	Records *Alice in Wonderland*, Audio Books *Grimm's Fairy Tales*, Listening Library *The Tale of Peter Rabbit*, Wonderland *Tales of Hans Christian Anderson*, Caedmon
During rest period, ask the children to listen for sounds which they later report (car passing, teacher's voice next door, child in the hall); for variation, ask the children to find a quiet place at home, make a list of sounds, and share the lists at school later.	Results of the CAFAEL (Compositional Aids for All Educational Levels) study conducted by Drs. Ruth and Lewis Barnes of Morehead University; participated in by Jefferson County, 1969

Problem	Symptoms of Difficulty	Diagnosis

Representative Activities	Materials
Make a list of sound words from telecasts, either at school or at home.	
Occasionally, assign for homework television programs (a favorite or a specific) for sequence or for listing sound words.	
Make a game, announced after listening to a recording, of remembering words which started with certain sounds; the recording may be replayed to verify the lists.	
Discuss sound words with children; write some of the words on the board; present a number of sounds, depending upon the ability of the group; ask the children to write a word or phrase describing the sound; discuss the sound vocabulary; increase difficulty as skills are improved.	*Work Can Be Fun*, Jefferson County Public Schools, p. 149
Check with the teachers' manuals for activities in phonics, listening, rhyming; activities are listed in the teachers' editions of spelling, English, reading, and children's newspapers.	Basic texts Reader Accompanying workbook English book Speller Supplementary material *Conquest* *Dr. Spello* *Practice Reader*
Use alphabet cards and ask "What is the sound represented by this letter?"	Games *Spelling Learning Games, Kit E*, Lyons and Carnahan, Inc., Chicago, Illinois
Use picture cards and ask "With what sound does the name of this picture begin?"	
Designate a day as L Day, G Day, or M Day; ask children to write both the upper and the lower case letter and to cut out all the pictures they can find which represent words which start with that letter; make a picture dictionary.	*Work Can Be Fun*, Jefferson County Public Schools Old magazines Catalogues
Stress the phonics activities in the manuals of any series available.	Manuals from Ginn; Scott, Foresman; Macmillan; Harper & Row; American Slepian, Jan and Ann Seidler, *The Junior Listen-Hear Books*, Follett (a set of books for developing auditory discrimination, accompanied by record)

Problem	Symptoms of Difficulty	Diagnosis
Difficulty with auditory sequencing--the ability to recall letters and words in correct sequence		

Representative Activities	Materials
	Slepian, Jan and Ann Seidler, The Listen-Hear Books, Follett (a set of books and a manual to aid in teaching troublesome sounds)
Emphasize word patterns, sometimes called word families, especially strong in linguistics materials.	Shedd, Charles L. and Faustine D. Blankenship Alphabetic-Phonetic-Structural-Linguistic Approach to Literacy, University of Alabama Medical College
	Smith, Williams, and Richardson, The Linguistic Readers, Harper and Row
Children make individual cards for consonants which represent sounds with which they have difficulty; make large letters with intense colors on 3" x 5" unlined cards; graduate to blends (The teacher stands at the back of the room and pronounces a word; in his left hand each child picks up the consonant card which represents the sound with which the word begins, and with his right hand he picks up the consonant card which represents the sound with which the word ends. Notice for reversals and for difficulty with either beginning or ending sounds. This activity teaches directionality as well as phonics.)	Scott, Louise Binder, Time for Phonics series, McGraw-Hill Scott, Louise Binder, Phonics, McGraw-Hill Stone, Clarence E., Eye and Ear Fun, McGraw-Hill Records Learning to Read with Phonics, Hear--See--Say Approach to Easy Reading (LP records and visual aid material)
Put alphabet cards in the chalkboard tray; the teacher pronounces a word and asks a child to go to the board and pick up the card with which the word begins or ends; use the left hand for beginning and the right for ending sounds.	Teaching Aids Institute 12848 Weber Way Hawthorne, California 90250
(Sophistication of terms will elevate interest and keep an older child from thinking he is using activities too young for him; e.g., introduce the terms "consonant digraphs," "vowel digraphs," and "diphthongs.")	Phonics We Use, Learning Games Kit, Lyons and Carnahan, Inc., Chicago
Use appropriate collective songs or poems such as "Old MacDonald," "Twelve Days of Christmas," "Farmer in the Dell," "The House that Jack Built," "The Old Woman and Her Pig."	Childcraft, Field Enterprises
Play "Bear Hunt" for developing auditory sequencing and recall as well as for developing a sense of rhythm.	Doll, Edna, Rhythms Today, Silver Burdett, p. 176

Problem	Symptoms of Difficulty	Diagnosis
Difficulty with auditory memory--the ability to retain and recall what is heard		
Difficulty with auditory vocal association--the ability to make a meaningful verbal response to sounds		

Representative Activities	Materials
Discuss sequence after the telecast in the classroom.	
Name several things in sequence; ask the child to name them after thirty seconds.	
Say a three-word sentence; ask the child to tell which word was first, which second, which third; increase in difficulty as the child's auditory memory increases.	
Pronounce a word, asking the child to pat out the syllables.	
Say a part of a sentence and ask the child to repeat it (Teacher: "on the table"; Child: "on the table"; Teacher: "Put the book on the table"; Child: "Put the book on the table").	
Have children repeat oral directions and then show that they understand what they have said.	
Ask the child to turn his back and listen as the teacher makes sounds through action such as bouncing a ball on the floor four times or tapping a desk with a pencil three times; the child then reproduces the sound pattern.	
Play "Gossip" or other whispering games.	
Pour varying amounts of water in several glasses or bottles; tap on the glasses; ask the children to compare high and low tones; later ask them to predict the change in tone with increased or decreased volume of water.	
Give opportunities for developing time relationships, such as "What did we do at 8:30 this morning?" or "What time do we have lunch?"	
In order to increase listening ability and verbal response, children sing "Where is Mary?" to tune of "Are You Sleeping?" Mary answers, "I am hiding;" in turn she asks, "Where is Billy?"	Readiness Activities, Jefferson County Public Schools, p. 43
Use the Bell Telephone equipment with children.	Bell Telephone Kit

Problem	Symptoms of Difficulty	Diagnosis

Representative Activities

Ask children to dramatize stories impersonating characters using appropriate intonations, such as Mama Bear, Papa Bear, and Baby Bear; the children are assigned various animal sounds and are to change the conventional sounds by adding inflections to show emotional qualities ("You are mother cat warning your kitten that danger is near." or " .... come home right now!").

Allow children to cut from magazines pictures of foods; place as in a cafe; a "waiter" takes orders from the "customer," repeats to the "cook" who places the order on a tray; the "waiter" serves the "customer."

Ask the child to hold his hand under his chin as he pronounces words in order to identify syllabication.

Practice sentences orally using direct address; e.g., "Tom sit down."

Practice repeating sentences such as the following. "This is my doll." (truck, house, coat, according to age and interest); change stress to different words in the sentences.

This is my doll. (not that one)
This *is* my doll. (you want to argue)
This is *my* doll. (no one else's)
This is my *doll*. (something else)

Auditory closure
Present to listener a partial sentence which he completes.

"Roses are ________________."
"Toast is ________________."

See Appendix, Suggestion 12.

Repeat jingles, rhymes, tongue twisters; repeat chorally and individually.

Materials

Record

Ear Training for Middle Grades, Educational Record Sales

Sound Filmstrips (Eye Gate)

I Hear a Rhyme

Think, Listen, and Say

Sight and Sound

Riddle a Rhyme

Reading Readiness

REMEDIATION OF LEARNING DIFFICULTIES--THE MOTOR APPROACH

Problem	Symptoms of Difficulty	Diagnosis
Body Disorientation		Teacher
Lack of established dominance Problems in laterality, directionality, or relationship of the body in space Imperception of physical relationships between self and others (including teachers) Inadequate awareness of own physical dimensions and position in space to relationship to environment	General awkwardness Arhythmic movements Incoordination Hyperactive or hypoactive behavior Inferior writing, characterized by reversals, inversions, distortions, or angularity Lack of established left-to-rightness in reading or writing Inability to distinguish right from left or up from down Difficulty in skipping or hopping Difficulty in copying geometric figures Lack of established preference for right or left hand or foot Improper spacing of work on paper	Determine whether the child is in the bilateral, the unilateral, alternating, or the integrated laterality stage of development. Bilateral--using both sides at once Unilateral--using one side only Alternating laterality--involving first one side and then the other Integrated laterality--one side helping the other but not duplicating it During physical education, observe coordination and give opportunities for jumping jacks, hopping, skipping, and throwing and catching the ball. During handwriting, reading, and mathematics, observe general habits of work, spacing and positioning of written material, and eye-hand control. Complete the form "Gross Motor Coordination Profile," on those children who exhibit learning difficulties. See Appendix, Test 10.

Representative Activities	Materials
	Roach, Eugene R., and Newell C. Kephart, The Purdue Perceptual Motor Survey, Charles E. Merrill Company
	Simpson, Dorothy, Perceptual Readiness and Beginning Reading, A Thesis, Purdue University (available in University of Louisville Bookstore)
	Vallet, Robert E., The Remediation of Learning Disabilities, Fearon Publishers
	Simpson, Dorothy, Learning to Learn, Charles E. Merrill Company
	Cratty, Bryant J., Development Sequences of Perceptual-Motor Tasks, Educational Activities, Inc.

Problem	Symptoms of Difficulty	Diagnosis
		Counselor, Special Teacher, or Principal
	Poor directional orientation: forward, backward, diagonal, side	Study the child, study the teacher's notes and give other screening tests such as the following. Draw-a-Person
	Poor awareness of space orientation as to high and low, small and large, wide and narrow, skinny and fat	Draw-a-Bicycle Lateral Dominance Evaluation See Appendix, Test 11.
	Poor concept of heavy and light, hard and soft	Elementary Test of Perceptual-Motor Skills See Appendix, Test 8.
	Poor concept of time, slow and fast, speeding up and slowing down	Test of Visual Motor Skills (Bender or Berea Gestalt)
	Awkwardness in going up and down steps	Other Gestalt tests
		Record information on a profile sheet. See Appendix, Suggestion 13.
		Department of Evaluation, Guidance, and Special Education
		Children who show gross distortions on tests given by the counselor will be referred to the E., G., and S. E. for individual testing.

Representative Activities	Materials
	Shedd, Charles, Berea Gestalt Test
	Bender, Lauretta and the American Orthopsychiatric Association, Bender Gestalt Test, 1946
Direct mimetics for activities in various stages of development. (Mimetics are useful in many activities because no equipment is necessary, a limited amount of space is required, and adaptations are limitless; every motion should be greatly exaggerated; mimetics are sometimes called story plays, pantomime, or dramatizations.)	All About Me, MPATI, Kentuckiana ITV (Creative dramatics via ITV)
Bilateral mimetics	
Beating the drums (using both hands simultaneously)	
Jumping rope (hands and feet)	
Washing clothes on a washboard	
Bouncing the ball (controlled with use of both hands)	
Crossing the brook (jumping on both feet; jumping from stone to stone)	

Problem	Symptoms of Difficulty	Diagnosis

Representative Activities   Materials

Swimming the elementary backstroke (arms up-out together; feet and legs same)

Beating Indian tom-toms using the palms of the hands (Finger dexterity could be emphasized--two fingers of each hand; three fingers; one finger.)

Whirling and floating like fall leaves

Spreading of turkey's tail (both arms)

Toiling a big Christmas bell

Shoveling snow

Warming hands (hit together as Pat-a-Cake)

Bilaterial Mimetics

Picking up valentines (Place two large hearts on the floor, on the desk, or in the chalk tray so that the child picks them up simultaneously.)

Flopping rabbit ears

Hopping like a rabbit

Picking up Easter eggs

Swinging the elephant's trunk (hands clasped together, bend the body forward, swing arms from side to side)

Unilateral Mimetics

Reaching for an apple

Using one hand for a push shot

Riding on a scooter

Ironing

Picking up a grab bag (Use one hand only.)

Throwing a javelin

Using a backhand stroke in tennis

Throwing a bean bag

Bouncing the ball

Kicking the football

Problem	Symptoms of Difficulty	Diagnosis

Representative Activities | Materials

Unilateral Mimetics

- Making a golf-shot putt
- Painting the ceiling
- Tossing a ring
- Winding the big clock
- Cranking a car
- Scooping sand
- Picking up shells
- Casting for fish

Alternating Laterality Mimetics

- Ice-skating
- Roller-skating
- Running in place
- Walking in place
- Marching in place
- Climbing the ladder
- Skipping

Direct games, exercises, or rhythms which use bilateral, unilateral, or alternating laterality movements.

Bilateral Activities

"Rowing a Boat"
See Appendix, Game 10

"Propellers" (using both arms)
See Appendix, Game 11

"Birds Fly"
See Appendix, Game 12

"My Head, My Shoulders, My Knees, My Toes"

"Looby Loo"

Problem	Symptoms of Difficulty	Diagnosis

Representative Activities   Materials

Unilateral Activities

"Old Mother Hubbard"
See Appendix, Game 12.

Playing jacks

"Bounce Catch"
See Appendix, Game 14.

"Bean Bag Hop"
See Appendix, Game 15.

"Boxy Ball Relay"
See Appendix, Game 16.

"Hit the Middle Squares"
See Appendix, Game 17.

"Line Roll Ball"
See Appendix, Game 18.

"Side Flex"
See Appendix, Game 19.

"Propeller" (adapted to using only one arm at a time)

Alternating Laterality Activities

"The Crab Walk"
See Appendix, Game 20.

"The Bicycle Man"
See Appendix, Game 21.

"The Coffee Grinder"
See Appendix, Game 22.

"The Wheelbarrow"
See Appendix, Game 23.

"Paw-Paw Patch" (Singing Every Day, Ginn, p. 51)

"Jumping Jack"
See Appendix, Game 24.

"Sawing Wood"
See Appendix, Game 25.

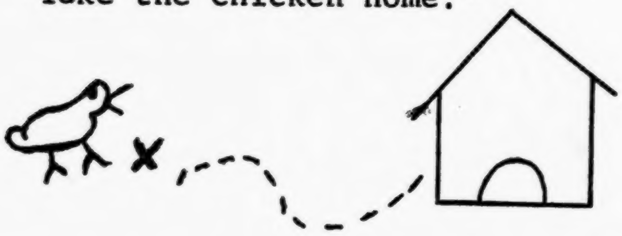
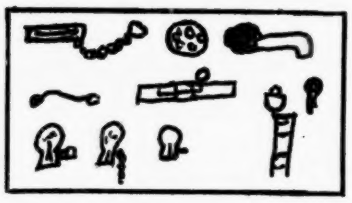
"We'll Play We're Giants Tall"
See Appendix, Game 26.

"Pollywog"
See Appendix, Game 27.

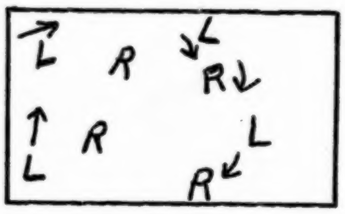
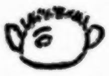
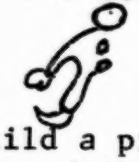
"One-Foot Balance"
See Appendix, Game 28.

"Cats on the Fence"
See Appendix, Game 29.

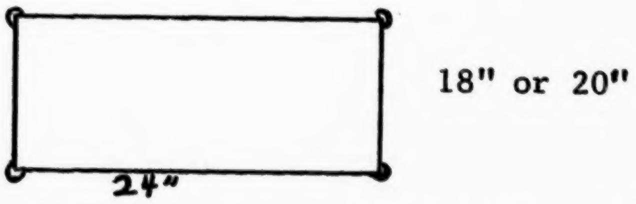
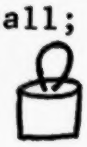
Problem	Symptoms of Difficulty	Diagnosis

Representative Activities	Materials
Mark the preferred hand by a color.	
Ask the child to trace each hand on paper; cut out, label, and match hands and cutouts.	
Explain midline of the body and develop a feeling for left and right.	Reading Readiness Left to Right Sequence, Eye Gate
Mark the center of writing paper and position it to the center of the body.	
Give practice in setting the table, saluting, and shaking hands, pointing out that in order to be socially correct a person must be aware of left and right.	
Play such games as "Hokey Pokey."	Harry R. Wilson, *et al.*, *Growing with Music 3*, Prentice-Hall, Inc., Englewood Cliffs, New Jersey, p. 23
Encourage the child to bounce a ball with the preferred hand, the other hand held behind the back.	
Give experiences in moving from left to right as the following. "Take the chicken home." 	
Direct children in pitching bean bags through graduated holes in a box, retrieving them with the preferred hand.	
Give practice in working with various types of fasteners, locks, light switches, and other common gadgets, such as a telephone dial and a faucet.	Gadget board 
Provide opportunities for putting nuts and washers on bolts.	
Give directions such as "Put your right hand on your left shoulder."	Record
Mark the left side of paper in green so the child will work from left to right; for textbooks a colored arrow can be attached to the book with a paper clip.	*Development of Body Awareness and Position in Space*, Educational Activities, Inc.
Draw an arrow running from left to right at the top of writing paper.	

Problem	Symptoms of Difficulty	Diagnosis

Representative Activities	**Materials**
Remove the left shoe before using exercises or activities which involve directions in using one foot or the other; this provides sensory reinforcement through tactile modality so that the child can tell which foot is "left" without looking.	
Paint or tape a design (or stepping stones) in red and green on the floor or the playground; tie a green ribbon around the child's right instep, a red one around his left; instruct him to step on each "stone," matching colors to stone and saying "Left" or "Right" appropriately as he steps.  	
Use a flannel board, asking the child to put the house to the left of the tree or to move the tree from the left to the right side of the board.	
Develop verticality through marking paper "top" and "bottom" and through discussion of the terms in relationship to vertical surfaces (walls) and to flat surfaces (paper on a table).	
In any mathematics activity, call attention to top and bottom and left to right in flash cards, guides, and books.	Flash cards Mathematics books and workbooks
Use card holders for building words one letter at a time, building from left to right; progress to phrases and then to sentences, using sentence strips.	Sentence strips Word flash cards Letter cards
Give the child a picture of an incomplete face; ask him to complete the face; later give the picture of an incomplete body; allow him to add parts. (Variations would be to copy the figure from the board and add missing parts.)  	
Give the child a picture of a human body and a list of parts (elbow, ear, leg, knee); ask him to match terms and parts of the body.	

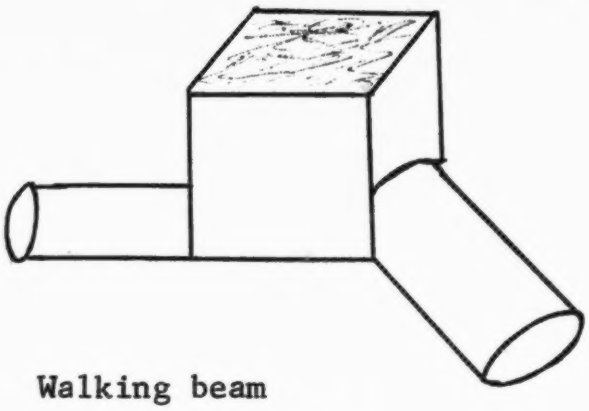
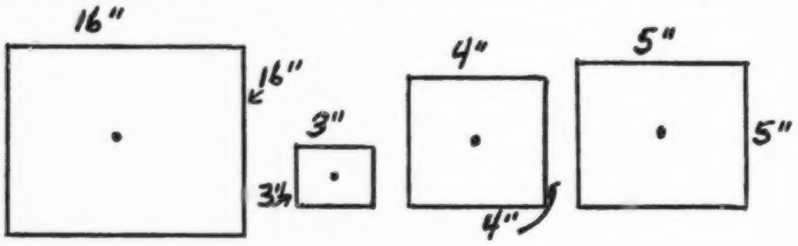
Problem	Symptoms of Difficulty	Diagnosis

Representative Activities	Materials
Teach hopping, skipping, and jumping.	Record Hop, Skip, and Sing, Pelfrey School Supply Company
Use many activities to establish movement awareness (direction, force, flow, speed).	Physical Fitness Bulletin, Jefferson County Public Schools Physical Education, 1-2 and Physical Education, 3-6, Jefferson County Public Schools Physical Education in Kentucky Elementary Schools, Kentucky Department of Education, Vol. XXXVI, Sept. 1968, No. 9, pp. 75-96 Film loops Moving in Many Directions Movements--Large and Small The Force of Movement The Flow of Movement Moving at Different Levels Movements Fast and Slow Ealing Film Loops
Use a roll board, on which the child lies, moving across the floor in a swimlike movement. (If he has difficulty using his legs, he may sit on the board, feet on the floor on each side, arms folded, using his feet only to pull himself along.)  	
Direct walking on wooden or tin can stilts. (Punch holes in the can, insert string or wire long enough that the child can stand erect, holding the loop of string in his hands; start with a can 6" in diameter and 2" tall; as the child progresses, use a #2½ can.) 	

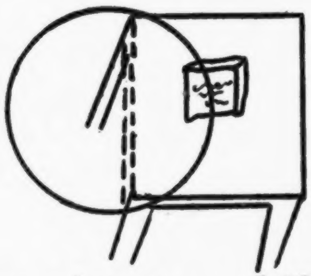
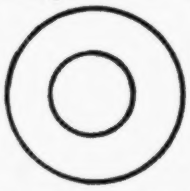
Problem	**Symptoms of Difficulty**	**Diagnosis**

Representative Activities	Materials
Teach simple folk and square dances.	Records from the materials center Adopted music texts and accompanying records An excellent selection of rhythm and folk dance records for different ages can be obtained from Phoebe James, Verdugo City, California
Use activities such as "Rubber Horseshoes," "Ring the Post," "Tic Tac Toe" played with soft objects thrown toward a court.	
Use suggestions in the adopted health textbooks and in the physical education and physical fitness guides for such activities as "The Crab Walk," "The Frog Stand," "The Cork Screw," "The Chinese Get-up," running and skipping relays; in most instances the suggestions are well illustrated.	Adopted health textboods
Direct rhythm games, "Hop Scotch," and "Frozen Catchers."	
Direct the playing of "Shuffleboard."	Hop Scotch and Shuffleboard courts may be painted on the playground taped on the floor, or a Scotch-Shuffle folded board may be used; one side has a Hop Scotch Court, and the other Shuffleboard
Direct relays. "Dribble the Ball Relay" See Appendix, Game 30. "Rescue Relay" See Appendix, Game 31.	
For children who have difficulty catching a ball, start by allowing them to sit on the floor and roll the ball to each other, the extended legs helping direct the ball; later an inflated balloon may be tossed to a child, giving him ample time to prepare for catching; from the balloon, progress may be made to large playground balls and eventually to smaller balls.	

Problem	Symptoms of Difficulty	Diagnosis

Representative Activities	Materials
Provide obstacle courses designed for crawling, running, or walking.	"Tunnel of Fun," Childcraft Education Corporation
Construct a tunnel with large cardboard cylinders and a cardboard box; give children opportunities to learn sequencing from both oral directions and gross motor activities. ("Crawl through the cylinder at the left; stand up in the box; turn around; crawl through the tunnel at the right.")	
Use a walking beam in some of the following ways. Walk forward on beam, arms held sideward Walk backward on beam, arms held sideward With arms held sideward, walk to the middle, turn around and walk backward	Walking beam Getman, G. N. How to Develop Your Child's Intelligence, Announcer Press
For additional suggestions, see Appendix, Suggestion 14.	
Plan activities using a balance board.  All are 3" high	Balance Board A platform, sixteen inches square is used with bases of three sixes, each one three inches in height. A bolt through the center with a wing nut makes it easy to change from the larger base to the smaller one as child becomes accustomed to the task. (See Kephart, The Slow Learner in the Classroom for additional neuromuscular tasks while balancing on the board.)
Plan activities using a waddle board (like a barrel stave) for developing better coordination.	Waddle board
Use the rhythm and physical education records from the school materials center.	Records
Provide rhythms to which the children either clap their hands or tap their feet.	Rhythmic Songs for Fun and Exercise, Educational Record Sales Animal Rhythms, Educational Record Sales Classroom Rhythms, Educational Record Sales

Problem	Symptoms of Difficulty	Diagnosis

Representative Activities	Materials
During the physical education period, plan activities which involve the six basic body movements--forward, backward, left, right, up, and down.	Physical Education, 3-6, Jefferson County Public Schools
Gross neuromuscular activities	
Provide opportunities for children to catch a ball of crumpled paper in a paper cone. (Crumpling the paper from a full sheet of newsprint also strengthens the hand muscles.)	
Play "Looby Loo."	Wolf, Irving, et al., Music Round the Town, Follett Publishing Co., Teacher Edition 2, pp.101 and 101a Records Bowmar, Singing Games, Album 1 Victor Album E-87 Folkcraft Record No. 1184
Encourage children to use Hula Hoops, jumping ropes, and Hi-Lo Paddles.	Records Skip Rope Games, Educational Record Sales Rope Jumping and Ball Handling, Bowmar $5.95
Ask a child to toss a ball in a hoop held sideways or held on a table by a book. 	
Toss a rubber ring to a child and ask him to toss it back. 	
Play "Twister" for involving the whole body in left to right orientation, changing center of gravity in the body.	"Twister," Milton Bradley

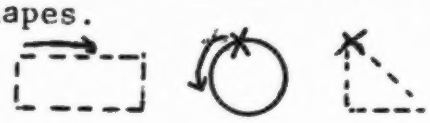
Problem	Symptoms of Difficulty	Diagnosis

Representative Activities	Materials
Teach the use of lummi-sticks. (First-year children just hold the sticks; second, toss them from one hand to the other; by the third year, they can toss to each other.)	Lyons, 688 Industrial Drive, Elmhurst, Illinois 60126 Complete kit $10.95, 24 lummi-sticks, instructional record, 12 illustrated instructional sheets
Teach the Tinikling Dance.	Record and Book *Making Music Your Own Book 6*, Landeck, B. S. and others, Silver Burdett Co. *Rhythms Today*, record and book, Silver Burdett Co.
Teach Poi-Poi Dance.	Lyons, 688 Industrial Drive, Elmhurst, Illinois 60126, complete kit $12.00, 24 poi-pois, instructional album, 12 instructional sheets
Teach Chinese Ribbon Dance.	Lyons, 688 Industrial Drive, Elmhurst, Illinois 60126, complete kit $14.00, 12 instructional sheets, 12 ribbon sticks, 4 colors, instructional album
Direct children in dramatizing favorite stories which would require crawling, climbing, hopping, and other gross muscle activities. ("Three Billy Goats Gruff" provides many opportunities for these activities. Other stories may be found in the readers in the classroom or from easier readers from lower levels; the children may create their own dialogue and interpret the pictures in their own ways.)	Stories from textbooks, such as Macmillan 3^1, "The Saucepan" (a play) Harper & Row, Fourth Pre-Primer, "Just for Fun" (first 1/3 of book very good for 2nd-year students) Harper & Row, 1^1 "Chatter-Chatter, the Squirrel" whole or part of unit Scott, Foresman & Co. 2^1, "The Lost and Found Tree"

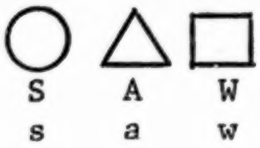
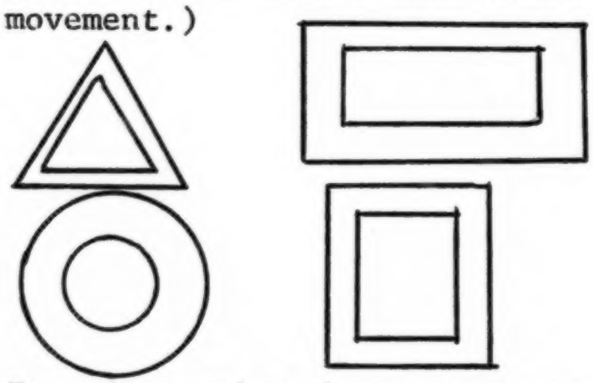
Fine neuromuscular activities

Provide opportunity for playing jacks, pick-up-sticks, or marbles.

Begin writing by following dots around geometric shapes.

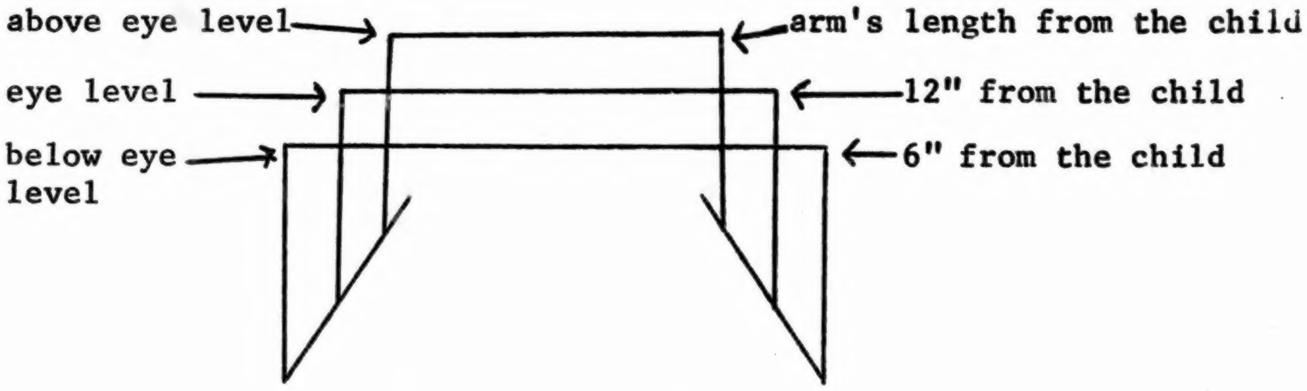


Problem	Symptoms of Difficulty	Diagnosis

Representative Activities	Materials
Direct the child who has difficulty in writing to work first with geometric shapes, moving progressively to more difficult tasks such as making letters. 	"Shape-O," Tupperware
Give the child opportunities for writing in a box of sand, gravel, or clay.	
Give opportunity for folding paper according to specific directions; older children can do origami paper folding.	*Work Can Be Fun*, Jefferson County Public Schools Van Witsen, *Perceptual Training Activities Handbook*
Direct weaving, stitching, printing, and writing; insist that children thread their own needles.	
As children watch teachers write on the board, a sense of left to right can be developed.	Manual for reading readiness *Readiness Activities*, Jefferson County Public Schools
Give training in working with various fasteners--buttons, zippers, hooks and eyes, buckles, ties.	
Provide a board or a stump into which a child may drive nails.	
Write in the air, the teacher facing the same direction as the children.	*Starter Concept Cards*, Scott, Foresman and Company
Allow children to work puzzles and string beads. Ask the children to color the inside of geometric figures. (Large cardboard figures may be cut and taped to the board; the child fills in the center with chalk using free movement.) 	Cruickshank, William M. *et al.*, *A Teaching Method for Brain-injured and Hyperactive Children*, Syracuse University Press
In using pegboards, stress putting on pegs from left to right and from top to bottom.	Kephart, Newell C., *The Slow Learner in the Classroom*, Charles E. Merrill, Inc.

Problem	Symptoms of Difficulty	Diagnosis

Representative Activities	Materials
Play games involving such things as dropping a pencil in a coke bottle, dropping a clothespin in a milk bottle, or balancing a coin on edge.	Simpson, Dorothy, Learning to Learn, Charles E. Merrill Publishing Company Journals Journal of Learning Disabilities
String wires in such a way that they would be above eye level, at eye level, and below eye level to the child; the back wire should be at arm's length from the child, the others at shorter distances; clothespins are on a table at his side; upon direction, he picks up a clothespin and clips it to a wire in one smooth motion.	


above eye level
arm's length from the child
eye level
12" from the child
below eye level
6" from the child

Teach string games, such as Crow's Feet and Jacob's Ladder.

Use sponges of different sizes as building blocks. (Coordination can be developed without creating distracting noise.)

GLOSSARY

alexia	the inability to read
aphasia	the impairment of the capacity to use or understand words; expressive, difficulty using language; receptive, difficulty understanding language
atypical	deviating from the norm
auditory acuity	the sharpness or keenness in the hearing of things
auditory amplification	increased loudness of sound volume
auditory decoding	the understanding of spoken words or the identification of sounds
auditory imperception	the inability to receive, identify, and integrate impulses coming into the brain through the sense of hearing. The trouble or imperception is not in the organ of hearing but rather is in a certain part of the brain where cells are not conducting or transferring impulses properly
auditory memory	the ability to retain and recall general auditory information
auditory sequencing	the ability to hear letters or words in their correct sequence. Some children do not learn to recognize or spell words because of some deficiency in sensing first, letter sequences, and later, word sequences. This is not a sensory difficulty but is a brain cell abnormality
auditory vocal association	the ability to respond verbally in a meaningful way to the auditory stimuli
binocular	pertaining to the use of both eyes
carrel	a small alcove or "office" for individual study
configuration	the shape of letters, words, numbers
decoding	the ability to comprehend through any of the various senses
directionality	direction of travel in reading or writing
dyscalculia	the impairment or loss of ability to do arithmetical reckoning
dysgraphia	the impairment or loss of ability to write
dyslexia	a reading difficulty or disability
dyspraxia	the impairment or loss of ability to copy figures, such as squares or triangles

encoding	the ability to express a concept such as vocally, through the spoken words
Gestalt	organized wholes or configurations
gustatory	the act or faculty of tasting
handedness	refers to the child's dominant hand
hyperactive	restless, more active than normal for age
hypoactive	less active than normal for age
lateral dominance	sidedness
input	impulses moving toward the brain
kinesthetic	pertaining to the use of the muscles
mental imagery	the picture in the mind
mimetics	copying or imitating actions
minimal cue	the smallest stimulus that can arouse a response
modality	a sensory gateway or avenue through which impulses travel to the brain, such as the auditory or hearing modality
monocular	pertaining, or adapted, to the use of only one eye
multiple-modality	using more than one sense, such as using the visual and tactile (touch) to reinforce the auditory
multisensory	see multiple modality
multiple-sensory	see multiple modality
neural trace	an imprint or impression in the brain
norm	standard type or value
occlude	to close or to cover, such as to cover an eye while checking the other eye for ocular control
ocular pursuit	a technique used to determine the ability of the child to control eye movements
olfactory	pertaining to the sense of smell
opthamologist	a physician specializing in the study and treatment of defects and diseases of the eye
optimum tension level	the level at which the child best performs
origami	the Japanese art of paper folding

output	impulses traveling away from the brain such as moving, speaking, or writing
pacing	the rate at which an activity is carried on, speeding up or slowing down
parquetry blocks	blocks of geometric shapes useful in improving form perception
patterning	sequences involving simultaneous movements of arms or legs on opposite sides of the body, such as the crawling movement
perception	awareness; the organization of sensory data into patterns of experience
perseveration	a repetitive action; obsessive-compulsive repetition of an activity long after the circumstances originating it have disappeared
physical correlate	the actual physical object rather than a picture of the object
replicate	to copy, reproduce, or duplicate
sensory modality	a sensory gateway such as the visual modality
sequencing	speaking, writing, seeing, or hearing things in a certain order
spatial relationships	the relation of objects in space
tachistoscope	a machine for exposing colors, figures, or other visual stimuli for varied periods of time
tactile	pertaining to or relating to the sense of touch
template	a pattern or shape, usually cut from cardboard or wood, used as a guide for certain forms
visual acuity	a sharpness in the perception of seeing things
visual imperception	the inability to perceive, receive, identify, and integrate stimuli and organize an appropriate response when the stimuli are entering the nervous system through the visual modality

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Film Loops

Ealing Film Loops

The Force of Movement

Movements--Fast and Slow

Movements--Large and Small

Moving at Different Levels

Moving in Many Directions

Filmstrips

Educational Record Sales

Figure Ground Perception

Visual Discrimination and Matching

Visual Memory

Visual Perceptual Skills

Visualization

Eye Gate House

Left to Right Sequence

Guidance Associates

These Are Sounds About You

Sound Filmstrips

Eye Gate House

I Hear A Rhyme

Riddle a Rhyme

Sight and Sound

Think, Listen, and Say

Guidance Associates

Look About You

Games

Any School Supply Company

Concentration

Ed-U-Cards

"A-B-C Lotto"
"Around the House Lotto"
"Farm Lotto"
"Object Lotto"
"On the Farm Lotto"
"Picture Dominoes"
"What's Missing Lotto"
"Zoo Lotto"

House That Jack Built

Judy Puzzles

Postal Station

Department of Evaluation, Guidance, and Special Education

Form Bingo

Percept-O-Cards

Derby Distributors, Chicago, Illinois

Shape-O (Tupperware toy)

Derby Distributors, Louisville, Kentucky

Zoo-It-Yourself (Tupperware toy)

Golden Press, Great Neck, New York

First Learning Games

Lyons and Carnahan, Chicago, Illinois

Phonics We Use, *Learning Games Kit*

Spelling Learning Games

McGraw-Hill Book Company, Manchester, Missouri

Conquests

Dr. Spello

Milton Bradley

Twister

Teachers Publishing Corporation, Darien, Connecticut

Wagner, Gary, *et al*. *Listening Games*

Recordings

Bowmar Records

"Rope Jumping and Ball Handling"

"Singing Games"

Children's Music Center

"Learning to Listen"

Educational Record Sales

"Adventures in Rhythms"

"Animal Rhythms"

"Classroom Rhythms from Land of Makebelieve"

"Dance a Story"

"Development of Body Awareness and Position in Space"

"Ear Training for Middle Grades"

"First Listening Experience"

"Fundamental Steps and Rhythms"

"Let's Listen"

"Listen"

"Listening Skills for Pre-Readers" (5 albums)

"Listening Time"

"My Playmate the Wind"

"Nursery Rhythms for Dramatic Play"

"Rhythmic Songs for Fun and Exercise"

"Rhythms for Physical Fitness"

"The Rhythms Hour"

"Skip Rope Games"

"What is Listening"

Pelfrey School Supply Company

"Hop, Skip, and Sing"

"Rhythmic Play Games and Dances"

Scott, Foresman and Company

"Sounds I Can Hear"

Teaching Aids Institute

"Learning to Read with Phonics" (3 LP Records)

Tapes

Tapes Unlimited

Auditory Perception Skills

Auditory Skills

Teaching Materials

Any School Supply Company

Instructo Flannel Board Aids
"My Face and Body"

Audio Dynamic Research, Pueblo, California

Perceptual Development Program

Available for examination from Department of E., G., and S. E.

The Edith Norrie Letter Case

Bell & Howell, Chicago, Illinois

Language Master

Bell Telephone Company

Bell Telephone Kit

Educational Developmental Laboratories, Inc., Huntington, New York

Educational Developmental Laboratories
Controlled Reader

Ginn and Company, Chicago, Illinois

Horrocks, Edna and Terese Norwick.
Plans for Teaching Word Study (Charts)

Learning Through Seeing, Inc., Sunland, California

Elementary Tachist-O-Flasher Kit

Lyons, Elmhurst, Illinois

Chinese Ribbon Dance Kit	$14.00
Lummi-sticks Kit	$10.95
Poi-Pois Kit	$12.00

Science Research Associates, Inc., Chicago, Illinois

SRA Listening Kit

Scott, Foresman and Company, Glen View, Illinois

Starter Concept Cards

Teaching Resources, New York Times, New York

Erie Program (available from Dept. of E., G., and S. E.)	
Fairbanks-Robinson Program/1 Level 1	$79.00
Fairbanks-Robinson Program/1 Level 2	$69.00

Tests

Beery, Keith. Developmental Test of Visual-Motor Integration. Follett Educational Corporation. Chicago, Illinois.

Bender, Lauretta. Bender Gestalt Test. American Orthopsychiatric Association.

Frostig, Marianne and David Horn. Frostig Developmental Test of Visual Perception: Form Constancy and Position in Space Test. Follett Educational Corporation. Chicago, Illinois.

Gesell, Arnold. Gesell School Readiness Tests: Visual Test I, Orientation Forms. Harper and Row Publishers. Chicago, Illinois.

Miles, Walter. The A-B-C Vision Test. Psychological Corporation. New York.

Shedd, Charles L. Berea Gestalt Test.

Stanford Binet L-M Visual Discrimination Tests. Available from Department of Evaluation, Guidance, and Special Education.

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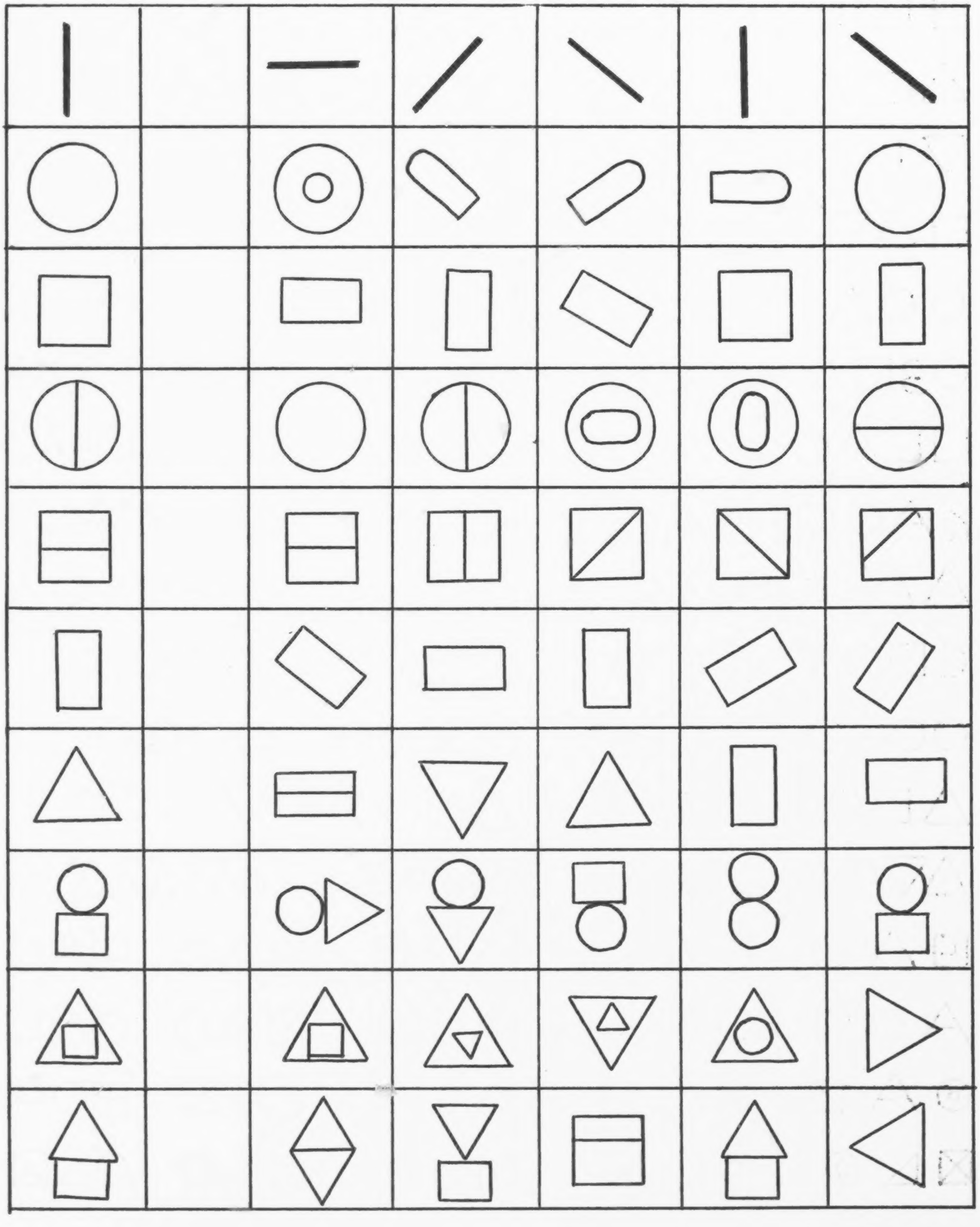
TEST 1

A SIMPLE CHECK ON PERCEPTUAL-MOTOR SKILLS
Age 5-6-7

Draw a line through the one figure on the right that is the same as the sample on the left.



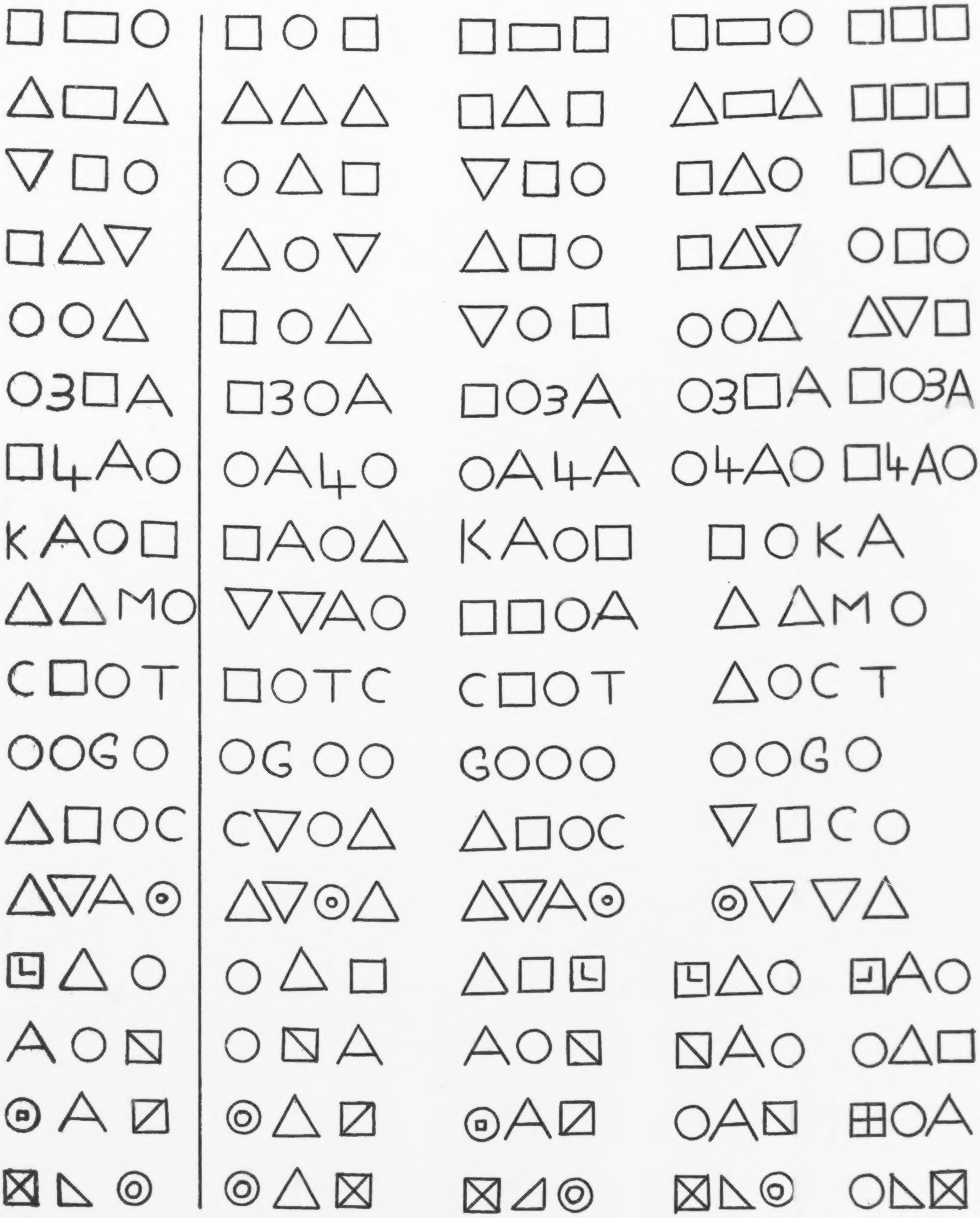
O. L. S.

TEST 2

VISUAL DISCRIMINATION TEST

Find the one that is like the sample and draw a circle around it.

SAMPLE



O. L. S.

TEST 3

C.A.________

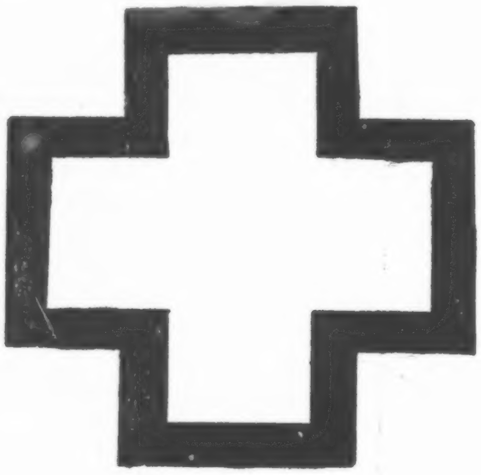
I.Q.________

GREEK CROSS
FORM PERCEPTION CHECK

Name______________________________ Teacher______________________________

Level______________________________ School______________________________

Copy this figure. Do it without lifting your pencil from your paper. Do not shade or fill in the outline of the figure. Just draw it.

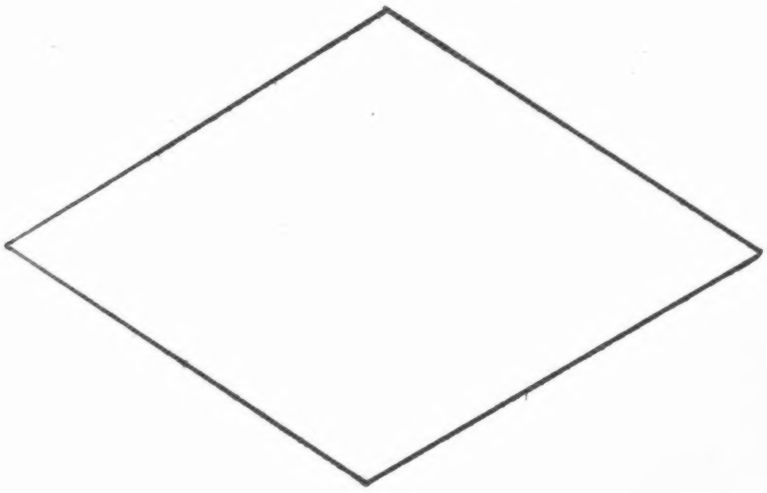


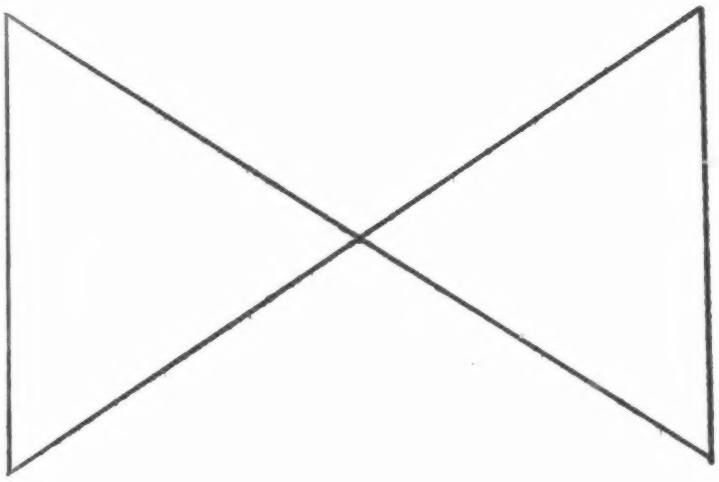
E., G., & S. E.

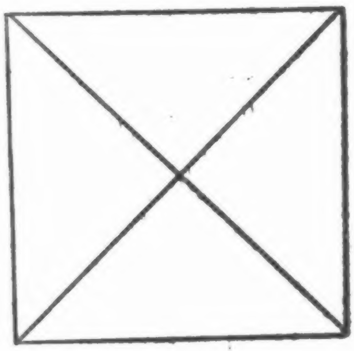
TEST 4

Name of School________________________ Name of Teacher__________________________

PRIMARY TEST OF PERCEPTUAL-MOTOR SKILLS

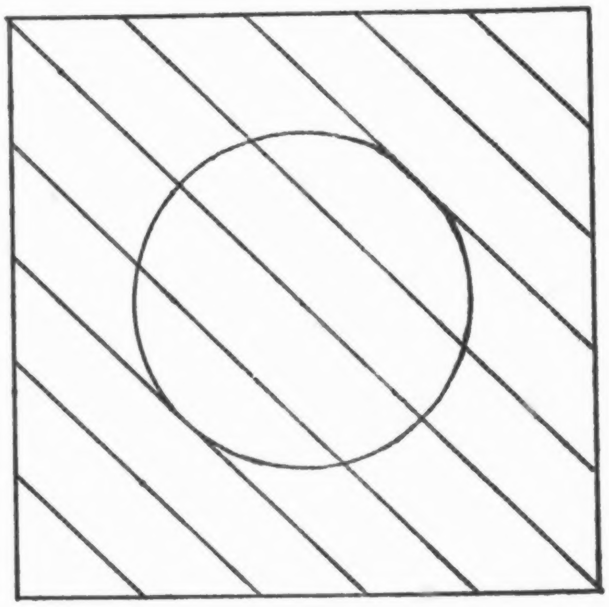




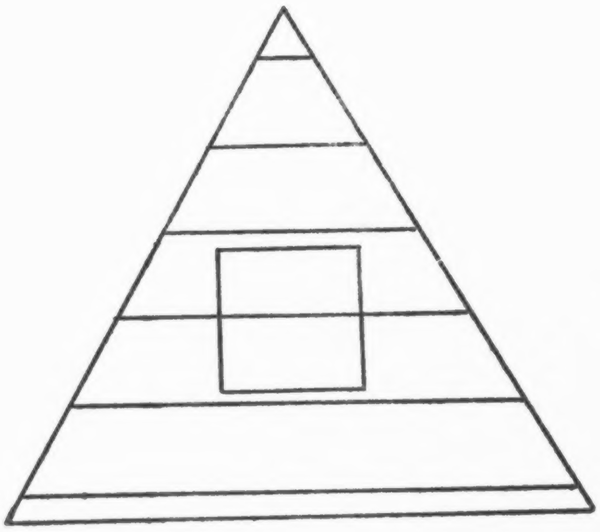


E., G., & S. E.

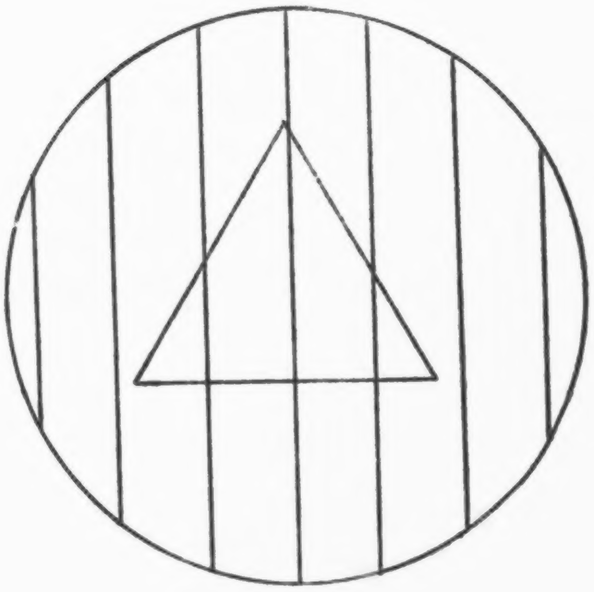
A TEST OF PERCEPTION OF FIGURE AND GROUND



Make the circle blue



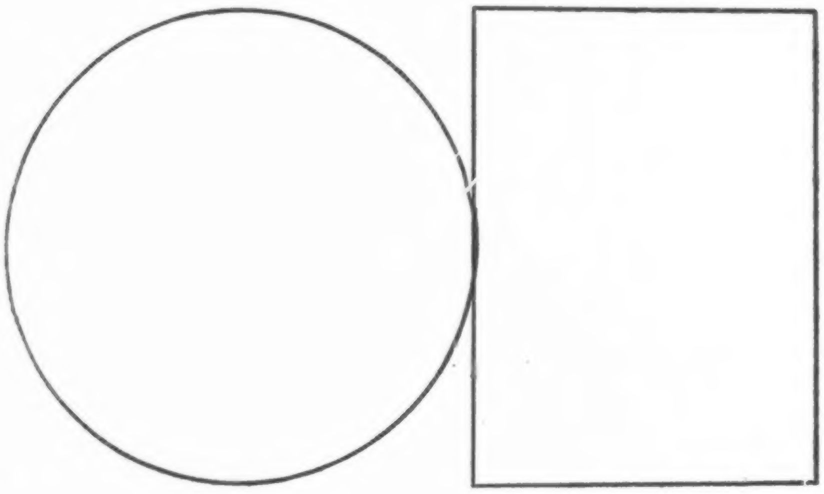
Make the square red

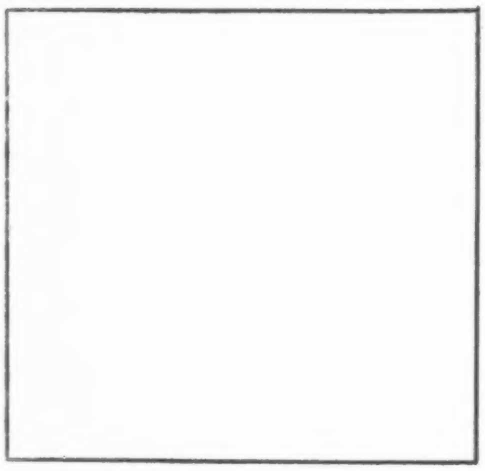


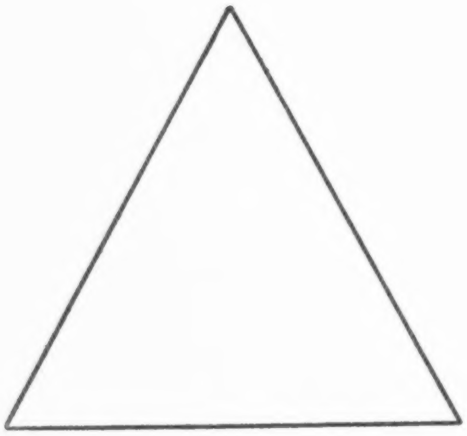
Make the triangle green

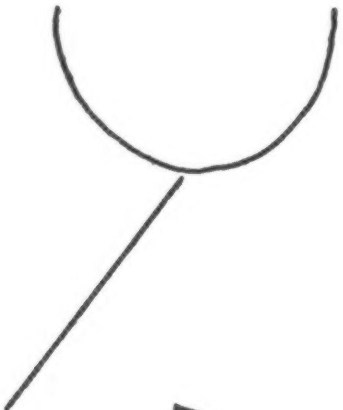
In describing what the pupils are to do with the three figures be sure not to indicate by pointing or tracing the outline of the figure.

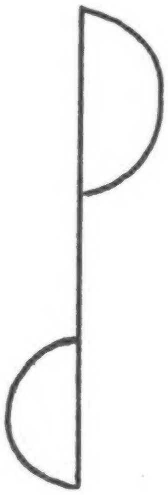
E., G., & S. E.

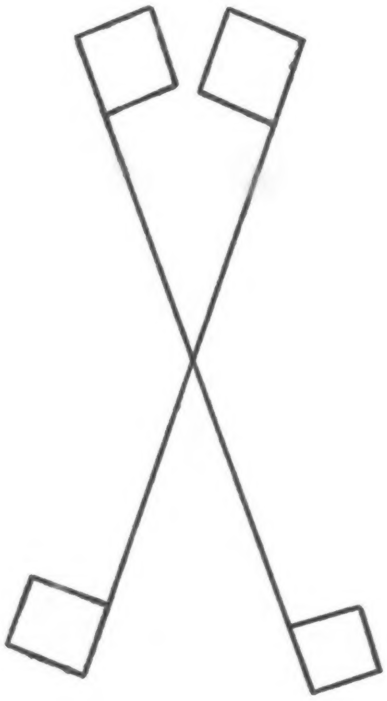




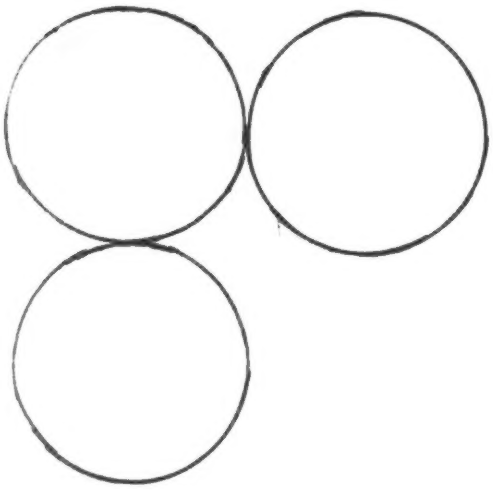


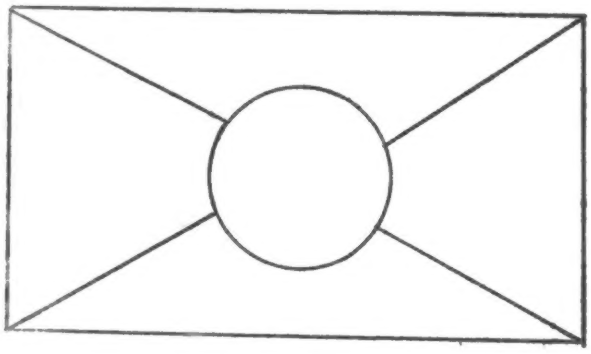


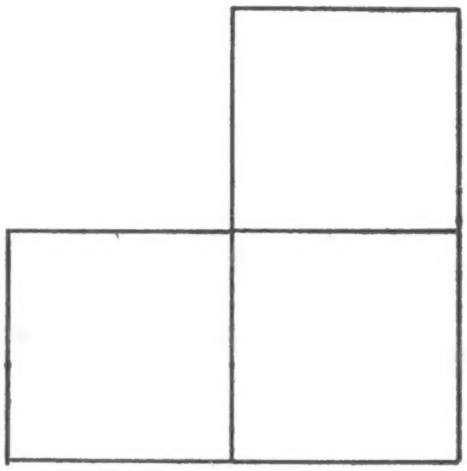


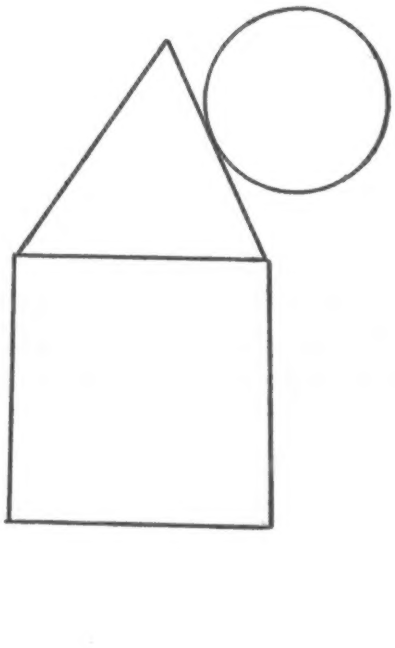


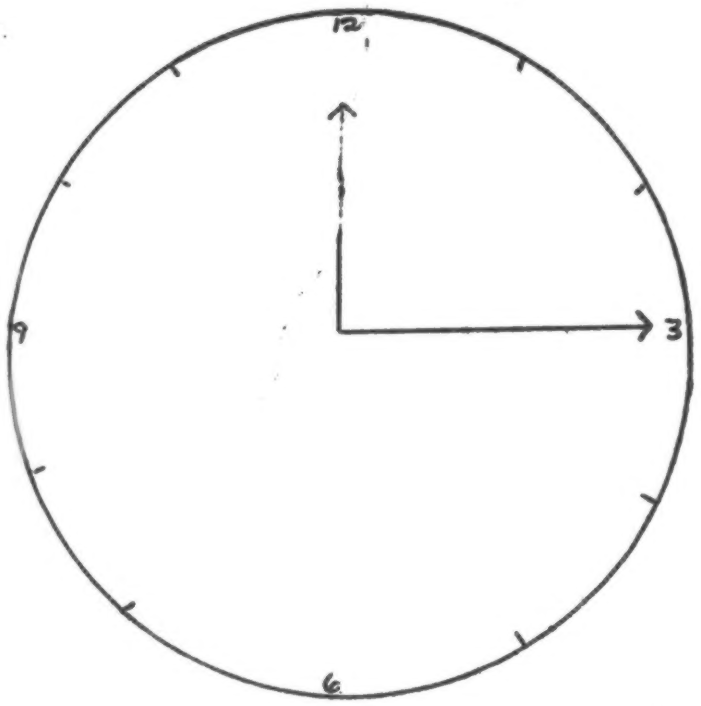
All teachers are asked to do a few simple checks on lateral dominance. A few commands will quickly identify the case where dominance has not been established. "Put your right hand on your nose, put your left hand on your right ear." Where confused dominance is suspected put c.d. on the top of the first page of the test.

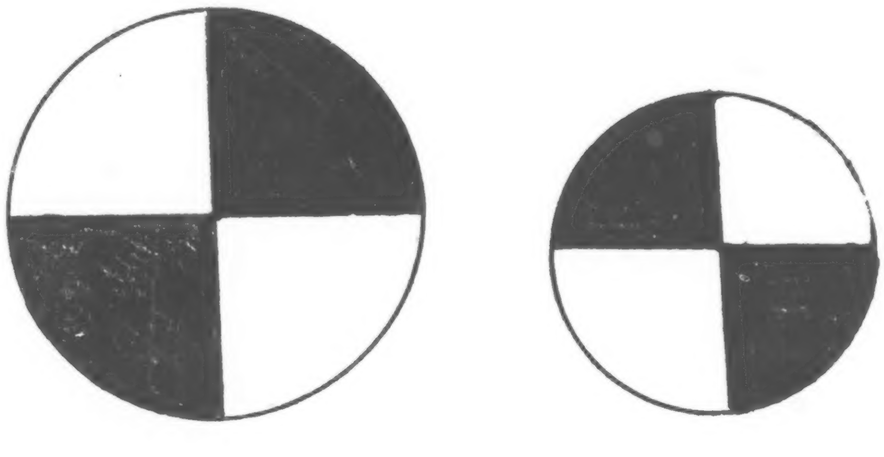








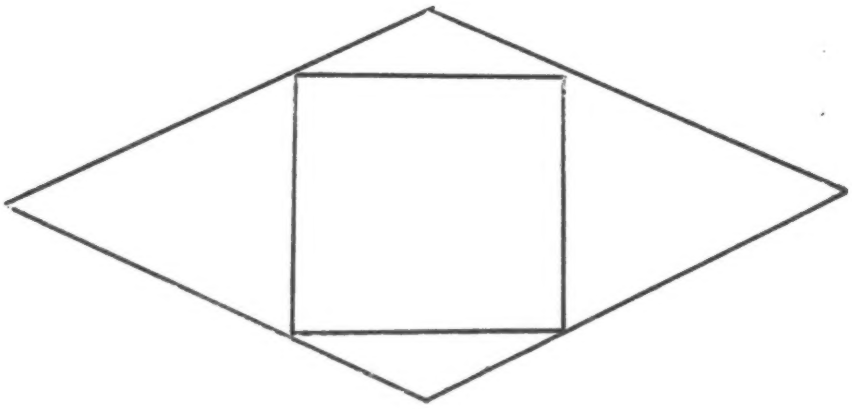

12
3
6
9

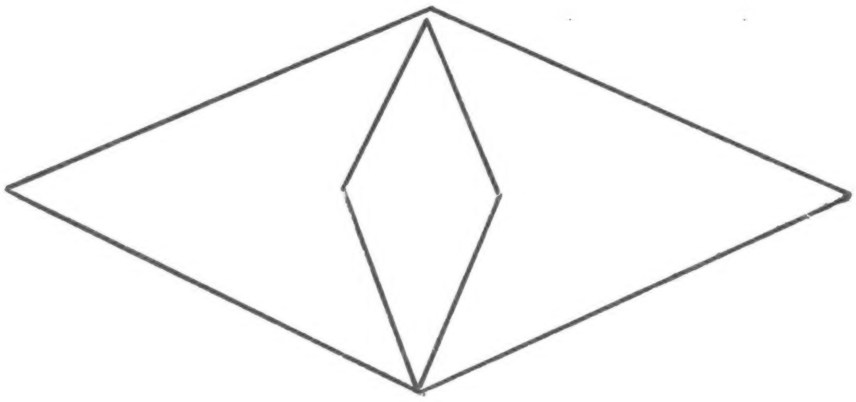


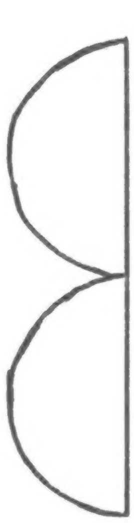
TEST 5

VISUAL-MOTOR SKILLS

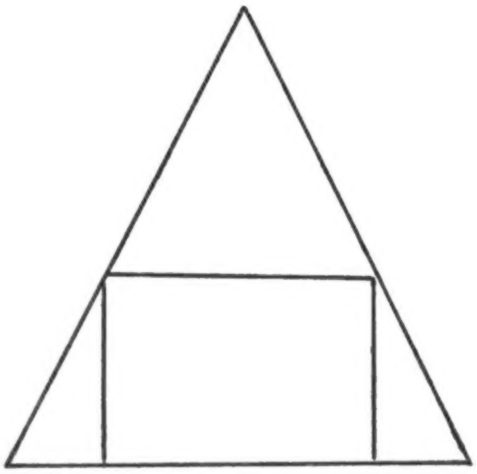
Copy each of these drawings as carefully as you can. Use the space on the right.

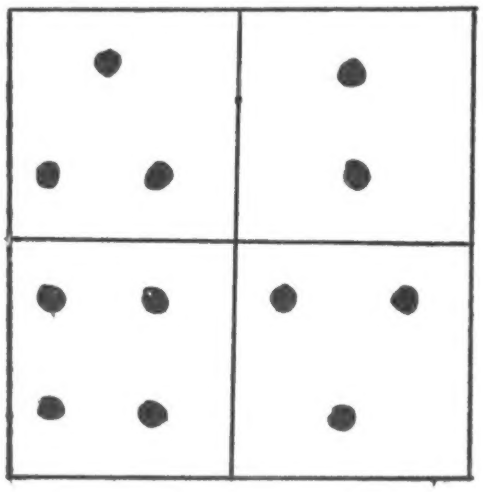


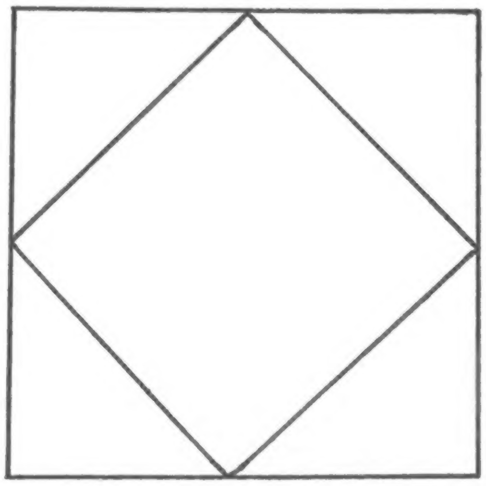


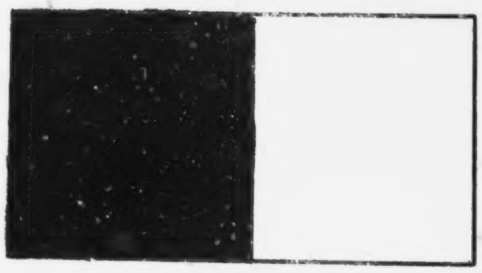


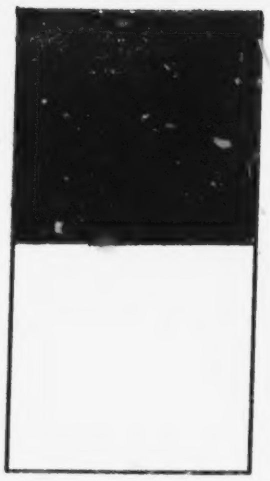
O. L. S.
E., G., & S. E.

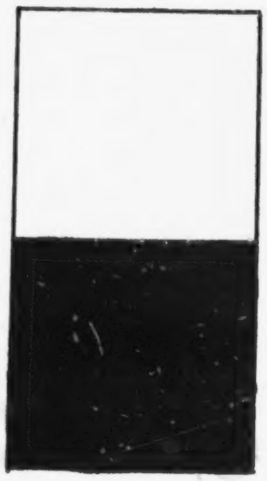






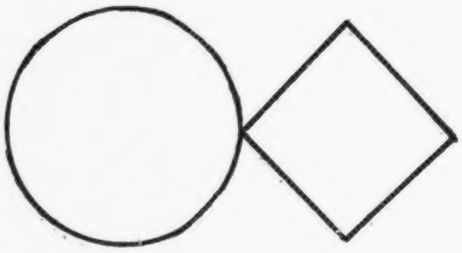


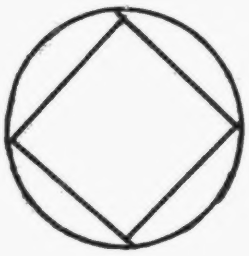


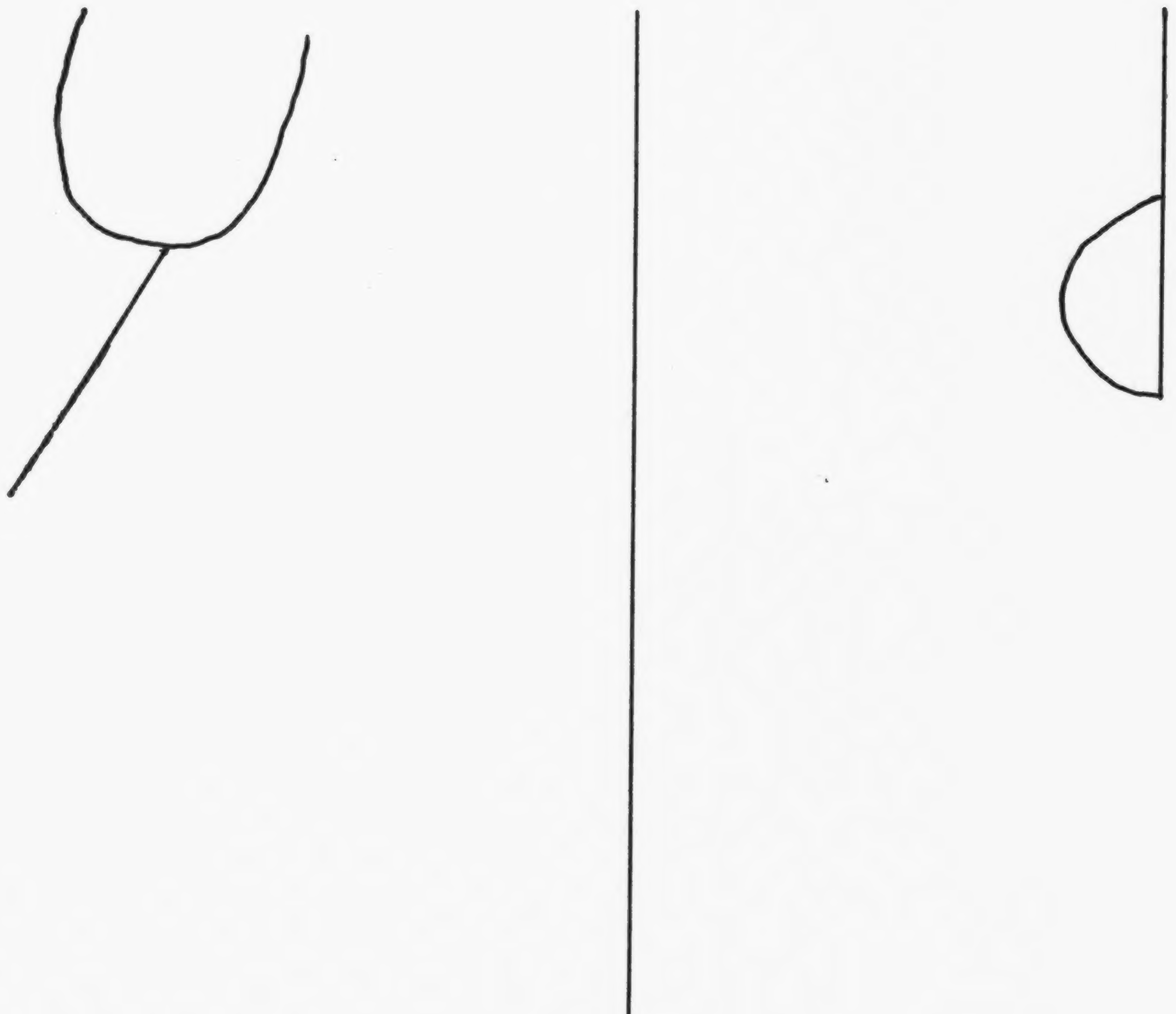


TEST 6

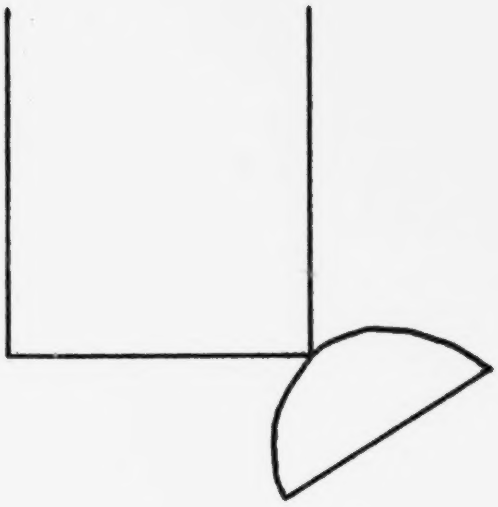
TESTS OF PERCEPTUAL-MOTOR SKILLS

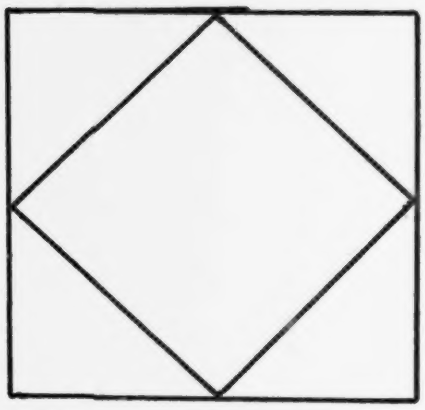






O. L. S.





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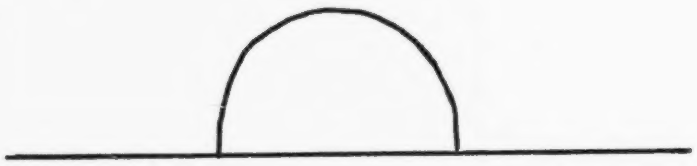

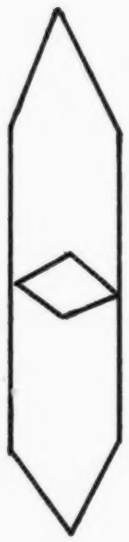

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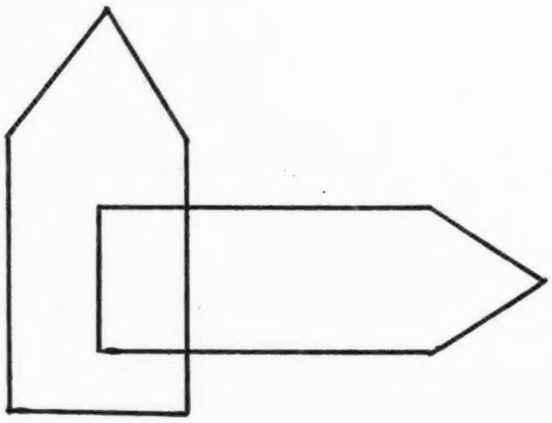
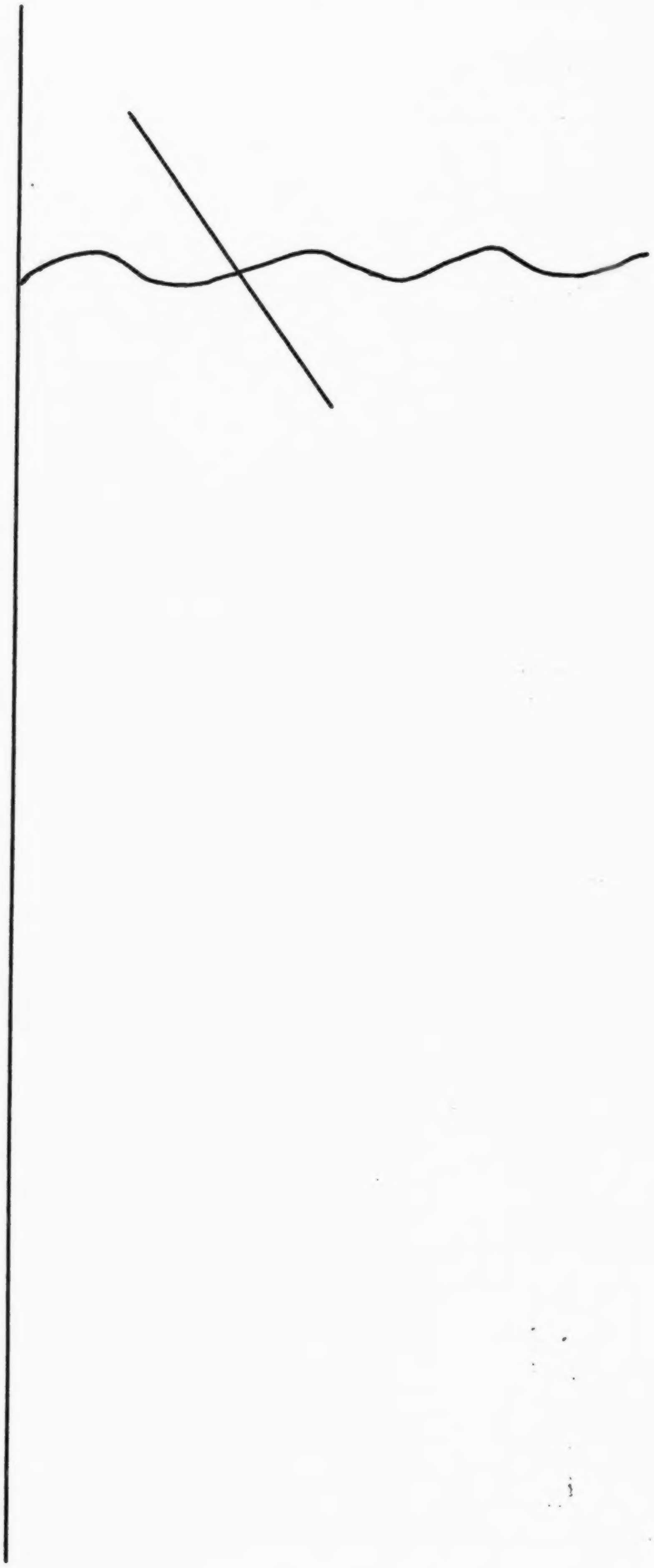


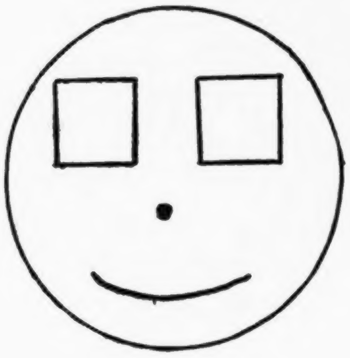
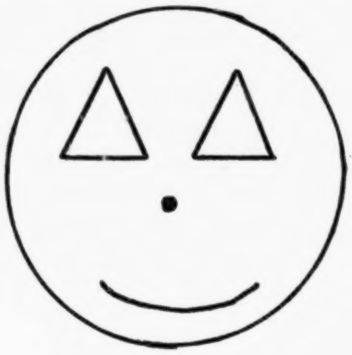
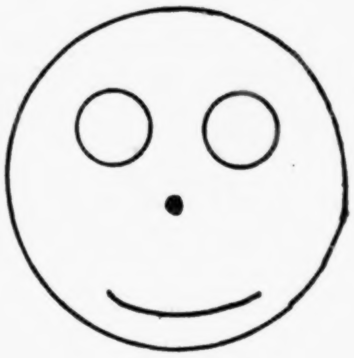
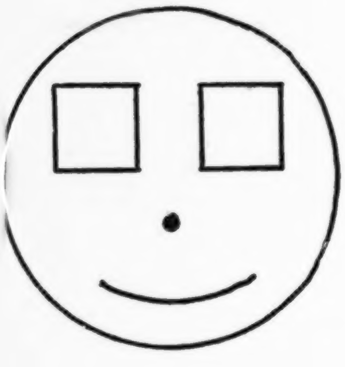


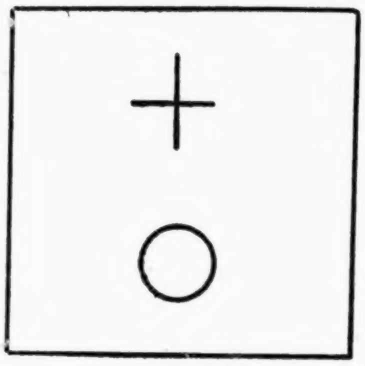
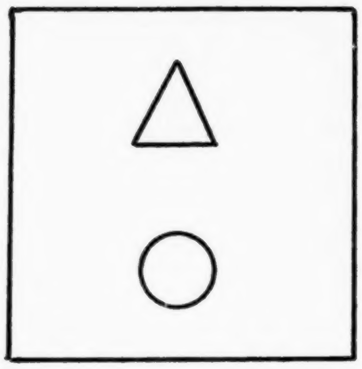
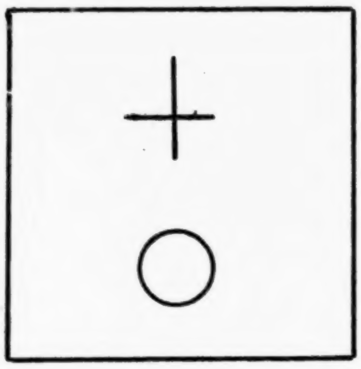
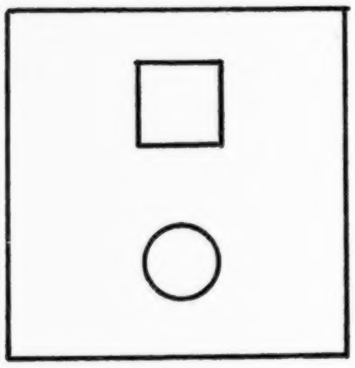
O. L. S.

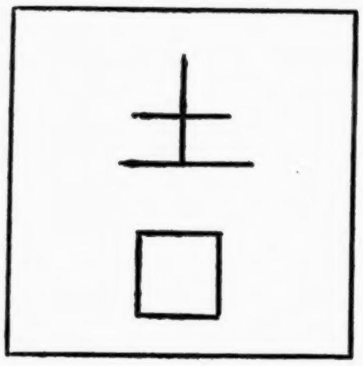
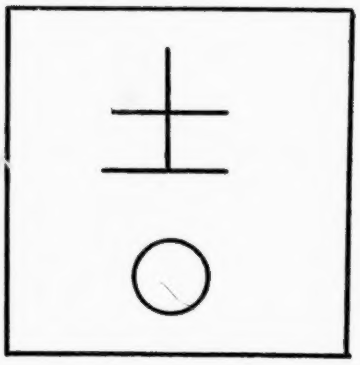
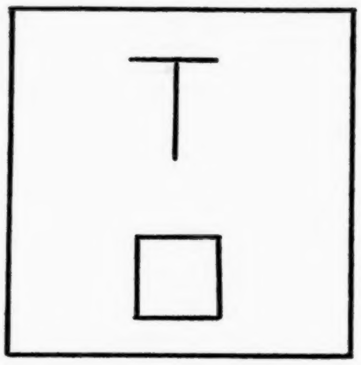
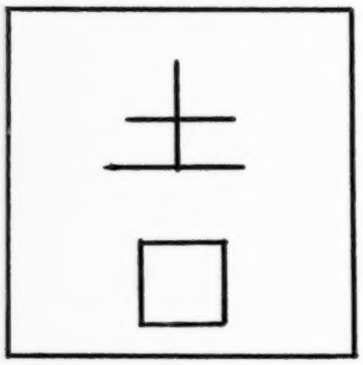
TEST 7

PERCEPTION OF FORM TEST

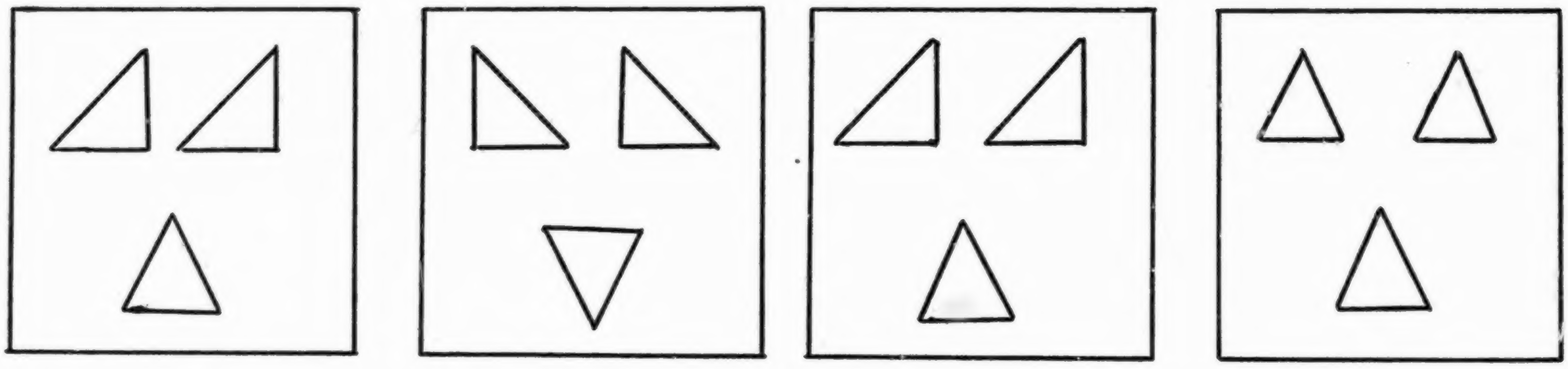
Make an X on the picture that is exactly like the first one.

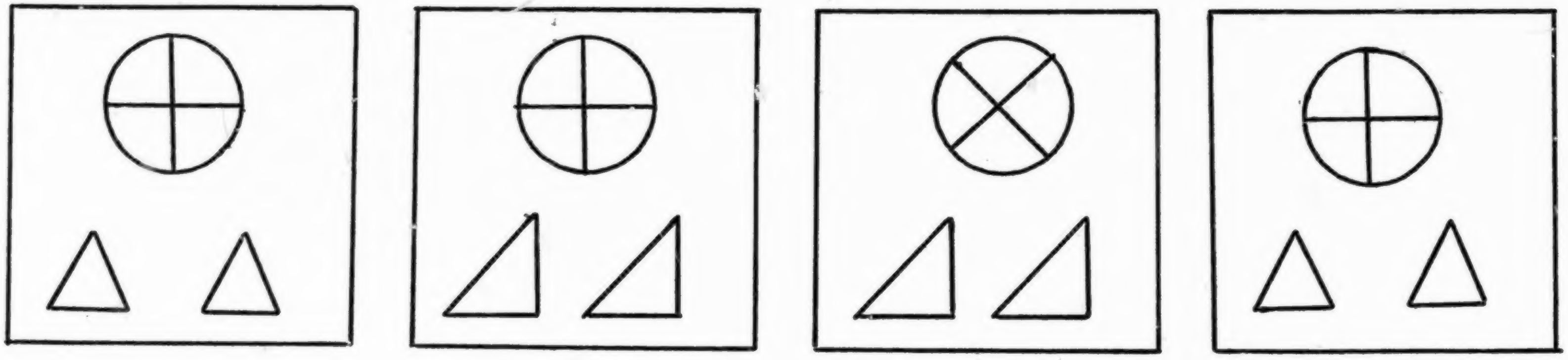





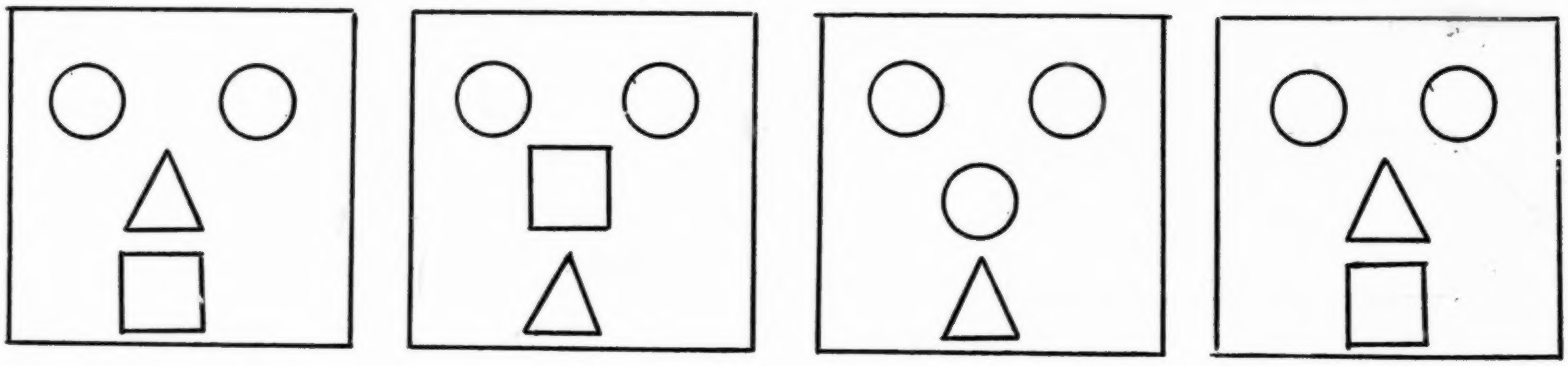





O. L. S.
E., G., & S. E.





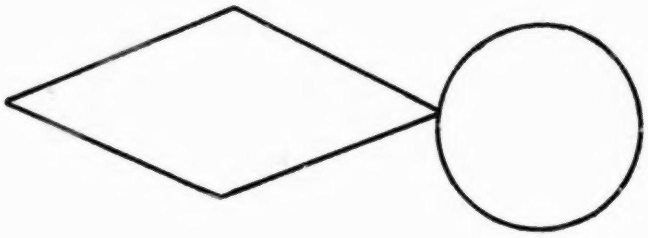


O. L. S.
E., G., & S. E.

TEST 8

AN ELEMENTARY TEST OF PERCEPTUAL-MOTOR SKILLS

Copy each picture in the space to the right.



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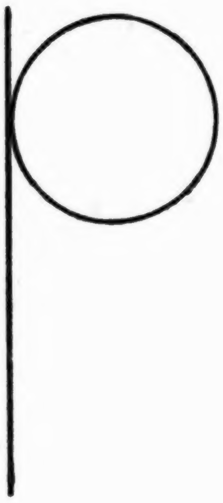

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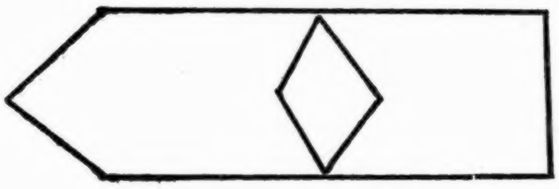

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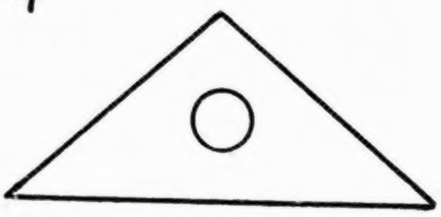

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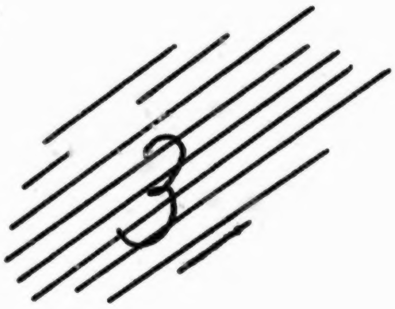

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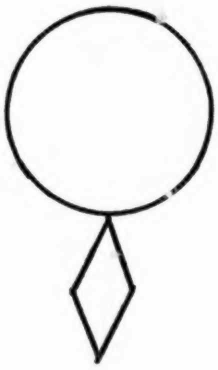

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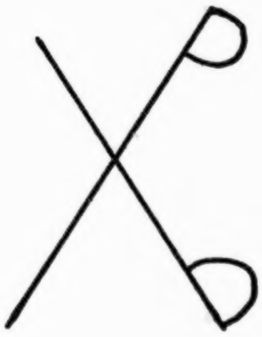

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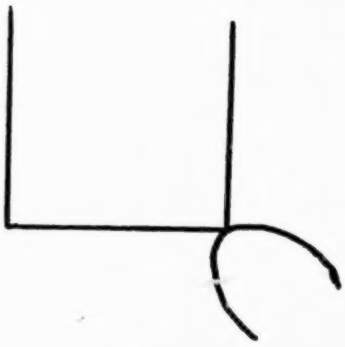

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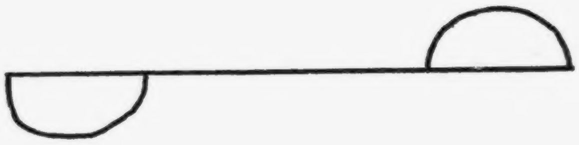


10

63

11

da

12 ba

13 pet

14 saw

TEST 9

TEST OF AUDITORY ACUITY (Elementary)

Underline the word you hear.

hat	hot	hut
ten	tan	tin
list	last	lost
tip	top	tap
feel	fold	field
map	mop	mat
him	hem	ham
learn	lean	land
weed	wield	win
feet	fat	fit
bang	bong	bin
neck	neat	knot
peek	seek	leak
sung	song	hum
gear	near	hear
peel	reel	seal
mad	mud	wed
beef	grief	beat
bin	born	tin
bat	sat	pat
urn	learn	turn
deed	reed	seed
town	gown	hound
ram	sam	ham
wheel	seal	real
sip	sap	sit

hip	tip	rip
sod	nod	pod
seem	team	steam
yell	sell	tell
bent	rent	sent
round	hound	sound
hoot	root	boot
lid	bid	rid
sat	mat	hat
run	gun	sun
fiddle	piddle	muddle
wrote	throat	moat
meet	deep	weed
peel	teal	seal
meer	fear	feel
feed	head	seed
tend	rend	send
bar	bare	bear
bust	burst	baste
creep	seep	heap
sheen	seen	steam
shod	shed	shad
beep	beat	bleat
tee	the	she
hen	then	send
free	fee	tree

TEST 10

Name______________________________ School______________________________
Age_______________________________ Date________________________________

GROSS MOTOR COORDINATION PROFILE

	Performance Good	 Fair	 Poor
I. Bilateral Level of Development			
Jumping Jacks	____	____	____
Angels in the Snow	____	____	____
II. Alternating Laterality Level of Development			
Hopping on Right Foot	____	____	____
Hopping on Left Foot	____	____	____
III. Integrated Laterality Level of Development			
Skipping	____	____	____

Dominance

	Right	Left
Eyedness		
Sighting (at distance)	____	____
Sighting (at near point)	____	____
Handedness		
Writing	____	____
Eating	____	____
Reaching	____	____
Footedness		
Leading in hopping	____	____
Leading in climbing	____	____
Kicking ball	____	____

TEST 11

LATERAL DOMINANCE EVALUATION

NAME______________________DATE______________D.O.B.__________________________

1. Show me your right hand______; left ear______; right eye_______.

2. Show me how you:

throw a ball__________
hammer a nail__________
cut with a knife__________
turn a door knob__________
use scissors__________ R____________
use an eraser__________
write your name__________ L____________

3. Write your full name

preferred hand (__) __________ seconds

nonpreferred hand (__) __________ seconds

4. Show me how you look through a telescope. ____________ eye

Pretend this yardstick is a rifle and aim at the tip of my nose.

____________ shoulder ______________ eye

5. Show me how you kick a football ____________ foot

step on a bug ____________ foot

6. Strength of grip (Hold dynamometer at arm's length, point to floor, and squeeze as hard as you can.)

(1) preferred	(__)	____lbs.	(2) nonpreferred	(__)	____lbs.
(3) preferred		____lbs.	(4) nonpreferred		____lbs.
Total		____lbs.	Total		____lbs.
______Hand Mean		____lbs.	_____Hand Mean		____lbs.

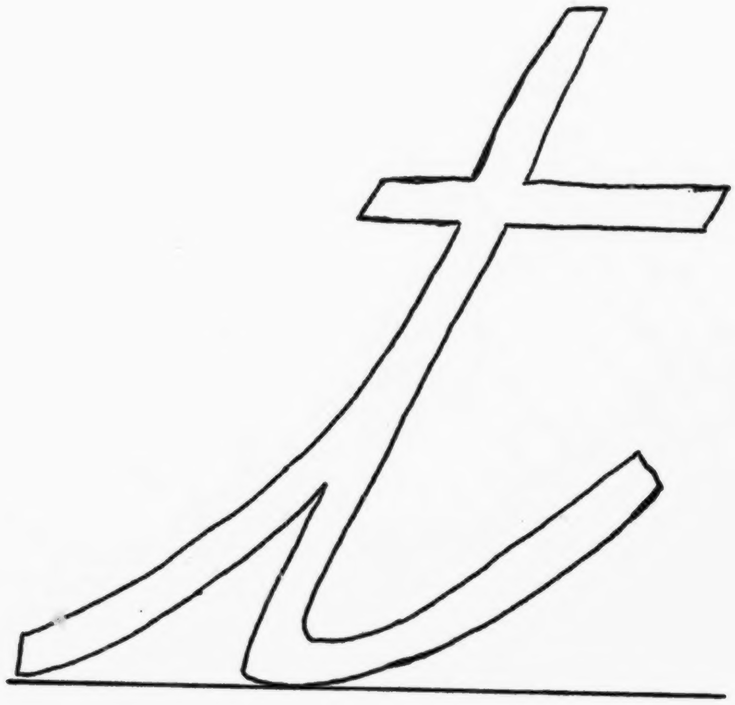
7. ABC

(1) ____________ (6) ____________
(2) ____________ (7) ____________ R___________
(3) ____________ (8) ____________
(4) ____________ (9) ____________ L___________
(5) ____________ (10) ____________

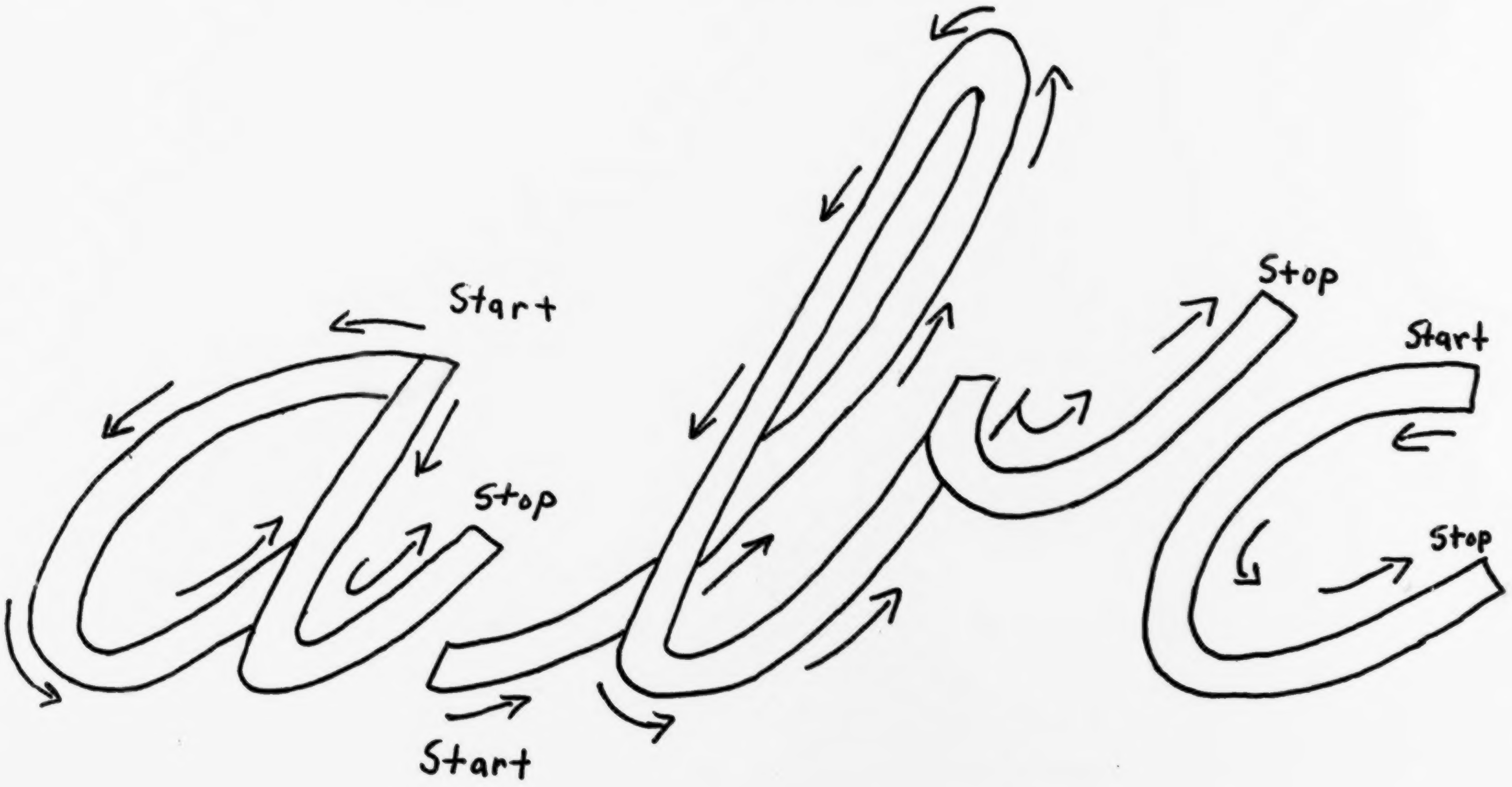
O. L. S.
E., G., & S. E.

SUGGESTION 1

Cover letter with glue and cleanser or fine silicone.

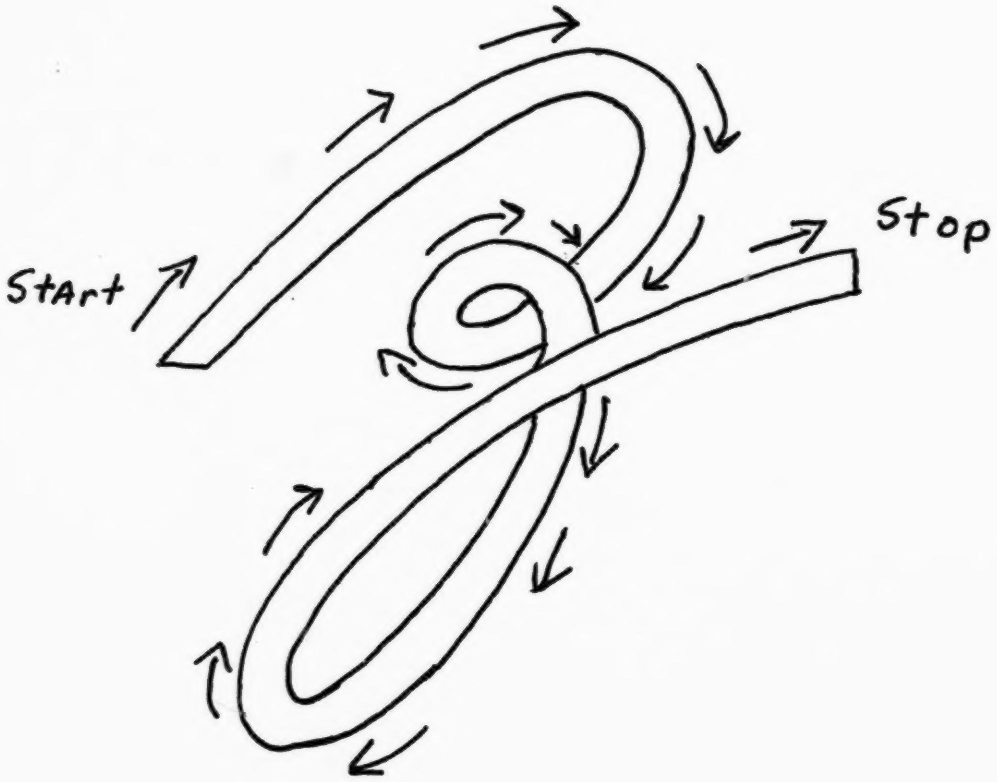


After tracing these letters with your forefinger, copy them in the space below.

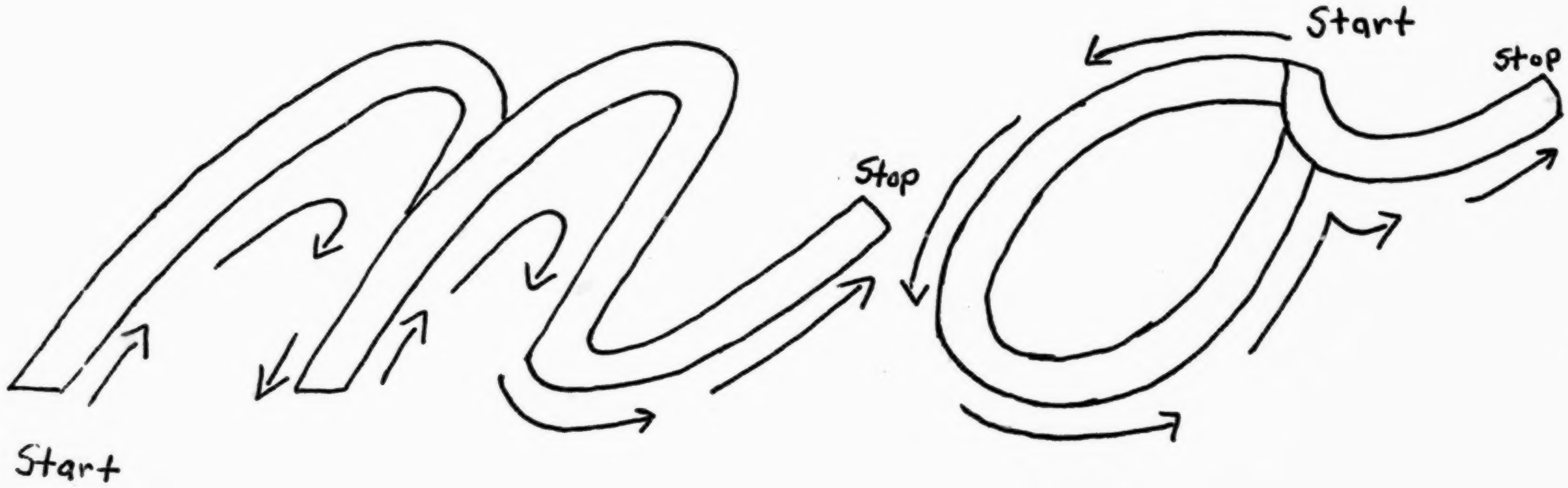

Start
Stop
Start
Stop
Start
Stop

O. L. S.
E., G., & S. E.

After tracing this letter with your forefinger, copy it in the space below.



After tracing these letters with your forefinger, copy them in the space below.


Start
Stop
Start
Stop

O. L. S.
E., G., & S. E.

SUGGESTION 2

SOME SUGGESTIONS FOR WORKING WITH THE INDIFFERENT CHILD

Many indifferent pupils display a strong resistance to the usual teaching methods. Because they have built barriers between themselves and a teacher's efforts some devices must be involved which will penetrate these barriers. Contrast in pitch and volume of the voice is one attention-grabbing trick.

Another device is to move frequently about the front of the room, since standing in one place encourages the uninvolved pupil to remain in his own little world.

Drawing upon those laws of learning dealing with the intensity factors, use color extensively in instructional materials and methods. Use contrasting colors within a presentation to highlight differences. Write terms to be mastered in a variety of colors on the writing board.

Since many indifferent pupils are indifferent because of some inferiority of central nervous system equipment and sensory equipment, mainly vision and hearing, ways must be used to compensate for this equipment inferiority. Using more than one sense has been found to be helpful. Perhaps the best result can be obtained by using at least the three senses of vision, hearing, and touch. Write terms to be mastered on felt cloth or carpet material and have pupils trace the letters with their forefinger while each letter is pronounced aloud.

Perception and the Indifferent Learner

Perception may be most simply defined as seeing or visual perception, hearing or auditory perception, or touching or tactile perception. It is sensing stimulation.

The lackadaisical learner usually has a very limited level of perception. This may be habit or may relate to some defect in his physical basis of learning. In either case he is experiencing a rather poor reception or perception of external stimuli. It may be teacher's voice which he is not receiving or perceiving. She is sending but he is not receiving! It may be her writing on the board that he is not perceiving. It may be the discussion of the class. The lackadaisical learner just isn't "with it." So he does not build a fund of learning. He is always out of step mentally.

Appropriate corrective action involves several steps.

(1) Rope this mental maverick back into the situation by calling on him, eyeballing him, or walking up beside him and placing a hand on his head or shoulder. It is pointed out in this connection that in the case of a child with organic impairment of the central nervous system it is frequently necessary for the teacher to actually touch the child before the child can separate the teacher from the rest of his surroundings. This is the often described figure-background differentiation problem.

(2) Spend a considerable amount of time at the beginning of the year trying to "sell" the course to the "detached" learner. This can be quite a challenge. Persuading a disinterested dullard totally lacking in a thirst for knowledge on the importance of parts of speech of diagramming takes a bit of doing. Teachers can call to mind a few other curricular items that just don't enthrall and captivate the indifferent pupil. This orientation or sales pitch should not only occupy a place of prominence at the beginning of the school year but it should figure prominently periodically perhaps every month or at least every grading period.

(3) Bridge the gap between the classroom and the home. Secure the co-operation of both parents. Perhaps the parents need to be sold on education, then on a particular course, and of course on a particular teacher. Counselors are in a position to make a good contribution here.

(4) Bring the general state of health and vigor up to standard. Many learners are indifferent because of their poor physical condition and low energy level. Not many individuals can have mental vigor when they are chronically undernourished and hungry. Many children from deprived homes should be fed twice at school, particularly if they are on double sessions.

(5) Use other tricks to energize the indifferent pupil. The game, "Simon Says," is a wonderful stimulator.

(6) Arrange activities that have a natural tendency to demand action and participation. Use written work extensively and insist that it be turned in. In this general connection, written work is an effective way to improve reading skills. Sometimes reading can be taught effectively through writing.

(7) Arrange many types of exercises to develop visual and auditory acuity. This is not acuity as it relates to the visual or hearing sense organ. It is, on the contrary, a central process, a mental habit, or a state of mind. A simple exercise to sensitize pupils to the meaning of acuity is to have everything quiet in the classroom and ask the pupils to name all of the sounds they hear. For the development of visual acuity clip pictures from newspapers or magazines and ask pupils to study them briefly and then tell you or the class everything they see. There are countless variations of these activities.

(8) A short span of attention or concentration is characteristic of many indifferent pupils. Thus training to stretch out the attention span should be a prominent part of the program to improve attitudes. Use the type of exercise in which it is necessary to recall several things. Name several vegetables, for example, and ask the pupils to repeat them. Always have a pause after the pupil's naming of the objects so that perseveration or "settling in" may occur and so that it constitutes a true test of span of attention. Have one pupil narrate a short story so structured that several details must be recalled. This sort of activity should be arranged regularly for the indifferent learner.

(9) In some cases a pupil is indifferent because he is completely lacking in self-assurance. He is this way because over a long period he has not felt the satisfaction of being able to participate in activities going on around him. So gradually an increasingly wider breach developed between the group and himself. This isolation made the individual insecure and frequently uncomfortable. This whole process must be reversed step by step. The individual should be provided with an opportunity for expression or participation in which success is assured. Success breeds success and soon the individual will begin to develop a reasonably good self-image. This can be used as a launching base for breaking down the walls of indifference.

(10) An effort must be made to insure the participation by the indifferent learner in dialogue with the teacher and other members of the class. Frequently adjustment must be made in the communication level of the teacher. There must be enough flexibility on the part of the teacher to be able to speak the language no matter how depressed the language may be.

SUGGESTION 3

The following are suggestions taken from Grace M. Petitclerc, "Relaxation and Concentration."[1] The use of some of these methods for relaxation and improving concentration may be carried out within the classroom. These suggestions are offered simply for your use as you deem needed and proper.

1. "TENSION-RELEASE METHOD: Every part of the body is tensed until it hurts--all over--then released into a limp state of collapse. When complete stillness is achieved--mind and body--inside and out--the natural energy in mind and body is then free to animate the human organism when it is put into action."

2. "THE SIGN METHOD: A top-filling breath is taken in and held for three seconds, then let out with a rushing groan of relief--to be held out for as long as comfortable. This cleanses and renews the whole system. In five breaths the organism is refreshed, relaxed, and alert."

3. "THE STRETCH METHOD: Every part of the body--even all facial parts including eyes, tongue, and jaw, as well as lungs, diaphragm, and the muscles between the vertebrae--is stretched until it will stretch no further. When the stretched muscles are released, an entirely different feeling of relaxation and alertness enters the body."

4. "THE RAG-DOLL METHOD: The feel of a rag doll, body part-by-part, is imitated by the human organism--mind empty, body loose, like hanging on a clothesline."

Information related to other methods to improve concentration may be found in the aforementioned article.

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[1] Petitclerc, Grace M., "Relaxation and Concentration," in Teaching Educationally Handicapped Children, John I. Arena, ed., Academic Therapy Publications, 1543 Fifth Avenue, San Rafael, California, pp. 27-30. (Used by permission.)

A. L. L.

SUGGESTION 4

WORD DISCRIMINATION PRACTICE EXERCISE

Draw a ring around the words that are the same in each row.

no	in	on	no	an	me	no	no	ma
bed	dab	bid	bed	bad	dub	bud	bed	bed
lap	tap	lap	pal	lip	lap	lab	lap	pal
top	tap	pot	tip	top	pot	pit	top	tap
now	new	nor	now	won	win	won	now	now
rat	tar	rat	rag	tar	rat	tan	rot	tar
was	sew	war	saw	was	saw	was	saw	was
spot	tops	step	pots	spot	tops	spot	step	tops
meat	neat	team	meal	meat	meet	team	neat	meat
star	rats	star	stir	tars	rats	star	stir	tars
keep	peek	keep	peel	seep	leap	weep	peek	keep
ten	tan	tin	ten	ton	net	not	net	ten
from	term	from	them	form	from	form	from	them

SUGGESTION 5

A SUGGESTED EXERCISE TO IMPROVE PERCEPTION OF FORM IN LETTERS AND WORDS

Look at the words in the rows below. Draw a circle around all words in each row that begin with the same letter as the first.

1.	dig	big	doll	dot
2.	say	bay	sight	sign
3.	book	look	big	bill
4.	fit	sit	sat	fat
5.	clock	dock	comb	dome
6.	wrote	throat	write	fight
7.	soot	put	sit	miss
8.	height	bite	hound	how
9.	freight	eight	fake	make
10.	stale	bale	wait	state
11.	step	pep	bean	seen
12.	purse	nurse	pan	fan
13.	creek	meek	sore	core
14.	cork	fork	cage	page
15.	money	funny	move	groove
16.	count	mount	now	cow
17.	less	mess	grump	lump
18.	cover	hover	cling	fling
19.	sin	pin	sing	ring
20.	brother	mother	bent	bend
21.	half	calf	hate	bait
22.	flee	me	fever	beaver

E., G., & S. E.

23.	bought	caught	bit	bliss
24.	man	ban	mute	cute
25.	vein	plane	vendor	sender
26.	blind	kind	bottle	bond
27.	fell	bell	ferry	merry
28.	dime	time	dim	him
29.	new	do	need	seed
30.	milk	silk	melt	pelt
31.	very	merry	vest	test
32.	suit	fruit	straw	draw
33.	table	fable	tie	pie
34.	hand	sand	hive	tribe
35.	buy	sky	burn	fern
36.	key	pea	kid	bid
37.	glass	pass	girl	curl
38.	crush	brush	card	guard
39.	storm	dorm	stem	hem
40.	where	ware	smoke	soak
41.	store	core	string	wing
42.	moat	boat	men	den
43.	cat	hat	come	bum
44.	mold	bold	penny	many
45.	clown	brown	cut	what
46.	way	day	worm	firm
47.	flow	blow	faint	paint
48.	two	true	red	wed
49.	must	trust	main	drain
50.	chair	share	chain	brain

E., G., & S. E.

SUGGESTION 6

A SUGGESTED EXERCISE TO IMPROVE PERCEPTION OF FORM IN LETTERS AND WORDS

Change the initial (first) letter in each of the following to make three new words.

Example: jump lump dump hump

1. fight __________, __________, __________.
2. mad __________, __________, __________.
3. tore __________, __________, __________.
4. may __________, __________, __________.
5. how __________, __________, __________.
6. sun __________, __________, __________.
7. fill __________, __________, __________.
8. saw __________, __________, __________.
9. heat __________, __________, __________.
10. pen __________, __________, __________.
11. bare __________, __________, __________.
12. face __________, __________, __________.
13. band __________, __________, __________.
14. bake __________, __________, __________.
15. bank __________, __________, __________.
16. ball __________, __________, __________.
17. cent __________, __________, __________.
18. bell __________, __________, __________.
19. ride __________, __________, __________.
20. cry __________, __________, __________.
21. pig __________, __________, __________.
22. bill __________, __________, __________.
23. fine __________, __________, __________.
24. dive __________, __________, __________.
25. cold __________, __________, __________.

E., G., & S. E.

SUGGESTION 7

A SUGGESTED EXERCISE TO IMPROVE PERCEPTION OF FORM IN LETTERS AND WORDS

Look at the words below. Draw a line under those words in each row whose last letter is the same as the last letter in the first word. When using with children leave more space between each line of words.

	Example:				
	fast	firm	rat	can	hat
1.	see	look	bee	tree	sky
2.	rob	steal	take	cob	mob
3.	go	stop	stay	come	no
4.	saw	mow	sow	throw	run
5.	bay	tray	baby	play	game
6.	tree	grass	rose	sky	bird
7.	help	hat	loop	jump	soup
8.	blue	red	green	brown	white
9.	salt	malt	felt	melt	belt
10.	walk	talk	chalk	floor	mild
11.	dog	cat	pig	duck	fish
12.	fat	big	jet	tall	thin
13.	wagon	woman	man	boy	girl
14.	rock	sand	sun	star	clock
15.	house	home	mother	grass	mine
16.	boat	truck	car	train	wagon
17.	cup	dish	rag	flag	pup
18.	dress	hat	shoes	socks	coat
19.	one	two	three	four	five
20.	hold	fold	old	wall	hurt
21.	of	an	and	in	if
22.	eat	ate	late	said	gate
23.	fast	hand	eye	head	feet
24.	day	night	noon	week	work
25.	bug	time	line	clock	rug

E., G., & S. E.

SUGGESTION 8

A SUGGESTED EXERCISE TO IMPROVE PERCEPTION OF FORM IN LETTERS AND WORDS

Look at the first word in each line and change it to another word by changing the middle vowel only.

Example: Cot Cut

sit ____________________

fat ____________________

tip ____________________

buy ____________________

bat ____________________

wig ____________________

has ____________________

hat ____________________

for ____________________

pig ____________________

wet ____________________

rat ____________________

put ____________________

pen ____________________

met ____________________

run ____________________

bad ____________________

tin ____________________

seem ____________________

rip ____________________

dad ____________________

mop ____________________

man ____________________

farm ____________________

SUGGESTION 9

THE DOLCH LIST OF NINETY-FIVE COMMON NOUNS

apple

baby
back
ball
bear
bed
bell
bird
birthday
boat
box
boy
bread
brother

cake
car
cat
chair
chicken
children
Christmas
coat
corn
cow

day
dog
doll
door
duck

egg
eye

farm
farmer
father
feet
fire
fish
floor
flower

game
garden
girl
goodbye
grass
ground

hand
head
hill
home
horse
house

kitty

leg
letter

man
men
milk
money
morning
mother

name
nest
night

paper
party
picture
pig

rabbit
rain
ring
robin

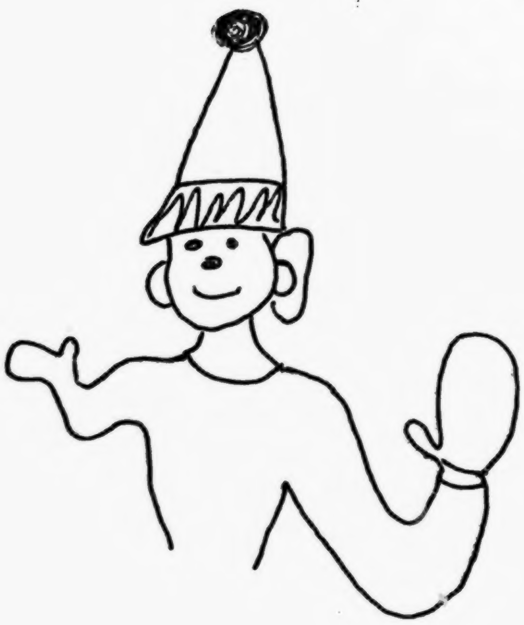
Santa Claus
school
seed
sheep
shoe
sister
snow
song
squirrel
stock
street
sun

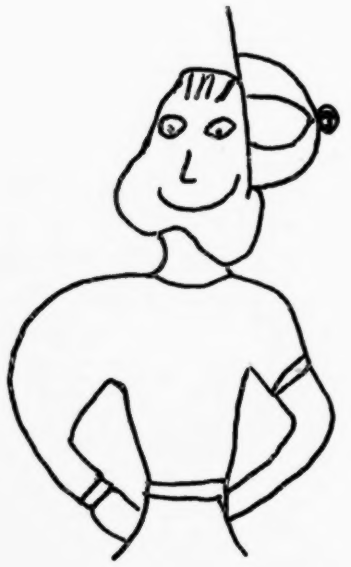
table
thing
time
top
toy
tree

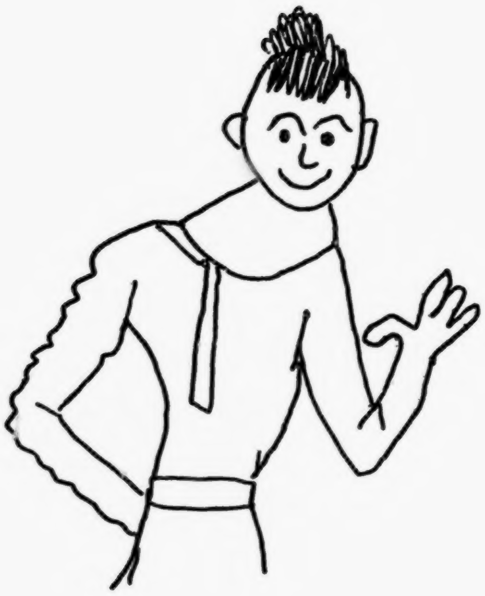
watch
water
way
wind
window
wood

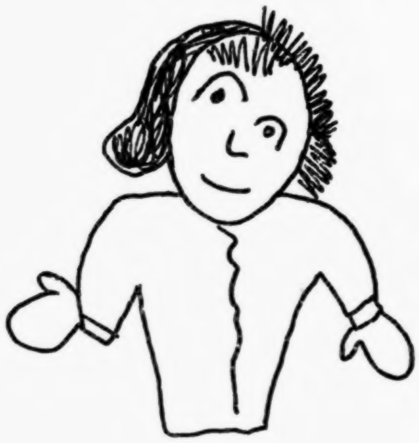
SUGGESTION 10

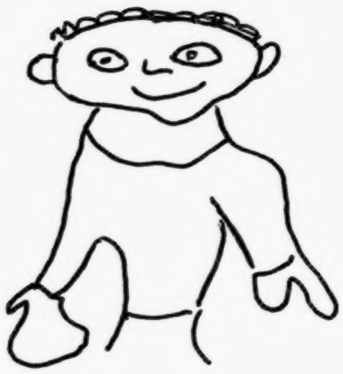
DISTORTED FIGURES

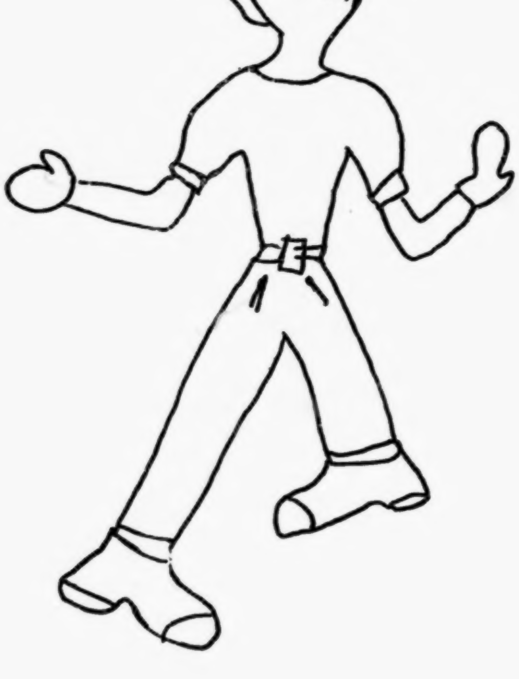












SUGGESTION 11

EXERCISES FOR IMPROVING THE PRODUCTION OF LANGUAGE

Tell what:

unlocks a door

holds water

lays eggs

pulls a train

flies from city to city

cuts cloth

covers a hole in cloth

pays for things you buy

Describe the following:

an apple

a pumpkin

a ball

a cocklebur

a prune

an orange

a tomato

cat fur

a crocodile

toast

SUGGESTION 12

EXERCISES FOR IMPROVING AUDITORY CLOSURE

Add words to make the following complete statements.

Birds____.

The house on the corner__________________________________.

A bottle____.

Football____.

My father____.

Our cat____.

The mailman____.

Roses____.

Jerry____.

At the end of the day____________________________________.

Make complete statements ending with the following words or groups of words.

____in the corner.

____a glass of milk.

____under the house.

____in the big chair.

____a piece of pie.

____monkeys.

____after the game.

____on the shelf.

____on the top of the hill.

____at the back of the room.

____chocolate pie.

____snakes.

SUGGESTION 13

Name____________________________ School____________________________
Age______________________
Sex F________ M________ Date____________________________

PROFILE SHEET FOR PERCEPTUAL MOTOR DEVELOPMENT

	Performance		
	Good	Fair	Poor
Bilateral Stage			
Creeping	____	____	____
Jumping (both feet together)	____	____	____
Angels in the Snow	____	____	____
Touching toes	____	____	____
Broad jumping	____	____	____
Pulling up to a sitting position from a reclining position	____	____	____
Lying on the floor; raising feet ten inches; holding position for ten seconds	____	____	____

	Lead		Performance		
	Right	Left	Good	Fair	Poor
Unilateral Stage					
Cross-pattern walking	____	____	____	____	____
Hopping (right foot)	____	____	____	____	____
Hopping (left foot)	____	____	____	____	____
Kicking a ball	____	____	____	____	____
Alternating Laterality					
Climbing steps	____	____	____	____	____
Jumping a rope (one foot at a time)	____	____	____	____	____
Running in place	____	____	____	____	____
Integrated Laterality Stage					
Skipping	____	____	____	____	____
Moving on a roll board	____	____	____	____	____
Tracing letters or numbers	____	____	____	____	____
Cutting with scissors	____	____	____	____	____
Using a nail brush	____	____	____	____	____
Building with blocks	____	____	____	____	____

Dominance (Try each hand.)	Left	Right	Both
Handedness			
Picking up small objects	____	____	____
Combing the hair	____	____	____
Turning a doorknob	____	____	____
Drawing lines on a chalkboard	____	____	____
Using a hammer and nails	____	____	____
Making 9, 5, 7 (using both hands, two pieces of chalk)	____	____	____
Catching a ball with one hand	____	____	____
Playing a dart game	____	____	____
Throwing a ball	____	____	____
Footedness			
Stepping up in a chair	____	____	____
Stepping down from a chair	____	____	____
Playing hopscotch	____	____	____
Tracing a circle with the toes	____	____	____
Hopping (down a line, one foot at a time)	____	____	____
Kicking a ball	____	____	____

Eyedness

Sighting an object by pointing ________________

Moving objects from far to near (Note when eyes fail to focus.) ________________

Following a target (Do eyes follow?) ________________

SUGGESTION 14

THE WALKING BOARD

Walk forward on the beam, arms held straight out at the side.

Walk backward on the beam, arms held straight out at the side.

With arms held out at the sides, walk to the center of the beam, turn around, and walk backward.

Walk forward keeping the left foot in front of right.

Walk forward keeping the right foot in front of left.

Walk backward keeping the left foot in front of right.

Walk backward keeping the right foot in front of left.

Walk forward on the beam with the hands clasped behind the back.

Walk backward on the beam with hands clasped behind the back.

Walk forward with hands on hips.

Walk backward with hands on hips.

Walk forward to the center of the beam; turn the body sideways and walk the remaining distance to the left.

Walk to the center of the beam; turn the body sideways and continue to the right.

Walk sidewise to the right on the beam, putting the balls of the feet on the beam.

Walk sidewise to the left on the beam.

Walk forward with a book balanced on top of the head.

Walk backward with a book balanced on top of the head.

Walk forward on the beam and pick up an object from the center of the beam.

Walk to the center of the beam, pick up an object, place it on top of the head, and continue to the end of the beam.

Walk forward and step over a dowel rod 12 inches above the center of the beam. (The rod may be held by two other children.)

Walk forward and pass under a dowel rod held 3 feet above the beam.

Walk backward and pass under the dowel rod.

Walk forward on the beam, arms held out from the sides, palms up, with an object on each hand.

Walk forward on the beam, arms held out from the sides, palms down, with an object on each hand.

Walk backward on the beam, arms held out from the sides, palms up, with an object on each hand.

Walk backward on the beam, arms held out from the sides, palms down, with an object on each hand.

Walk forward to the center of the beam, kneel on one knee, rise and walk to the end of the beam.

Hop on right foot, the length of the beam.

Hop on left foot, the length of the beam.

Hop on right foot, the length of the beam, then turn around and hop back.

Hop on left foot, the length of the beam, then turn around and hop back.

Walk to middle of the beam, balance on one foot, turn around on this foot and walk backwards to end of the beam.

Walk forward on the beam, eyes closed.

Walk sidewise on the beam, eyes closed.

Walk backward on the beam, eyes closed.

Stand on the beam, feet side by side, eyes closed; record number of seconds balance is maintained.

Stand on the beam, one foot in advance of the other, eyes closed; record number of seconds balance is maintained.

Stand on the left foot, eyes closed; record number of seconds balance is maintained.

Walk sidewise to the left on the beam, eyes closed.

GAMES

Game 1

"Steal the Bacon"

The children in a classroom are divided into two teams.

Each team numbers off consecutively, 1-2-3-4-5-6-7. . . .The same number should be on each team. If there is an uneven number, one child may call out the numbers or keep score.

The teams line up facing each other across a court (two lines drawn on the playground with a mark in the center, on which is placed a flat object, "the bacon").

1 2 3 4 5 6 7 8 9 10 11 12

X

12 11 10 9 8 7 6 5 4 3 2 1

The teacher calls out a number. Each child with that number tries to "steal the bacon" and return to his own team without being caught by his opponent. Two points are earned by the team whose player is able to accomplish the theft; if the opposing player catches the thief before he crosses his own base line, the other team scores one point.

The team which scores the most points in the allotted time wins.

Game 2

"Spud"

Children in a classroom number off consecutively. They group in a circle on the playground. The teacher or a leader tosses up a ball calling out a number. The child who has that number tries to catch the ball while the other children scatter in the play area. As soon as the designated child catches the ball, he yells "Spud" and the other children must stop instantly and maintain their positions. The child with the ball, who also must stand in his place, tries to hit another child with it. Children may move their bodies in trying to dodge but may not move their feet. After throwing the ball, the child who threw it is the leader for the next round, and the game continues.

The first time a child is hit by the ball, he is an S, the second time a P, the third time a U, and the fourth time a D. Penalties should be set before the game begins; one variation is that the child who has been hit four times and becomes a SPUD, must stand with his face to a wall and let each child from a distance of several feet try to hit him with the ball.

Game 3

"Hot Potato"

Children form a circle and drop hands.

Choose a small object (such as a ball or chalkboard eraser) to pass from child to child around the circle moving from left to right.

Play a record with a rather quick tempo.

Children continue to pass the object until the leader stops the music.

When the music stops, the child holding the object drops out of the circle.

The game continues until one child remains. He is the winner.

Game 4

"Musical Chairs"

Arrange chairs with every other chair facing the same direction, in this manner: ⊓⊔⊓⊔⊓⊓. Use one chair fewer than the number of children involved.

Children form a line to march around the chair clockwise.

Play a record with a brisk marching tempo.

Children march around the chairs keeping time to the music.

When the music stops, the children scramble to sit in a chair.

The child left standing drops from the game.

Take one chair from the line of chairs.

Continue playing until one child remains. He is the winner.

Game 5

"Form Bingo"

Form Bingo is designed so that up to six children may play at one time. One person acts as caller. One card is given to each of the other players. The shapes to be called (number and design) may be cut apart or may be cut out so that the shape can be felt by the child doing the calling. The shapes should be thoroughly mixed. The calls should be made so that the number and shape are both called. (The following page represents the call page.)

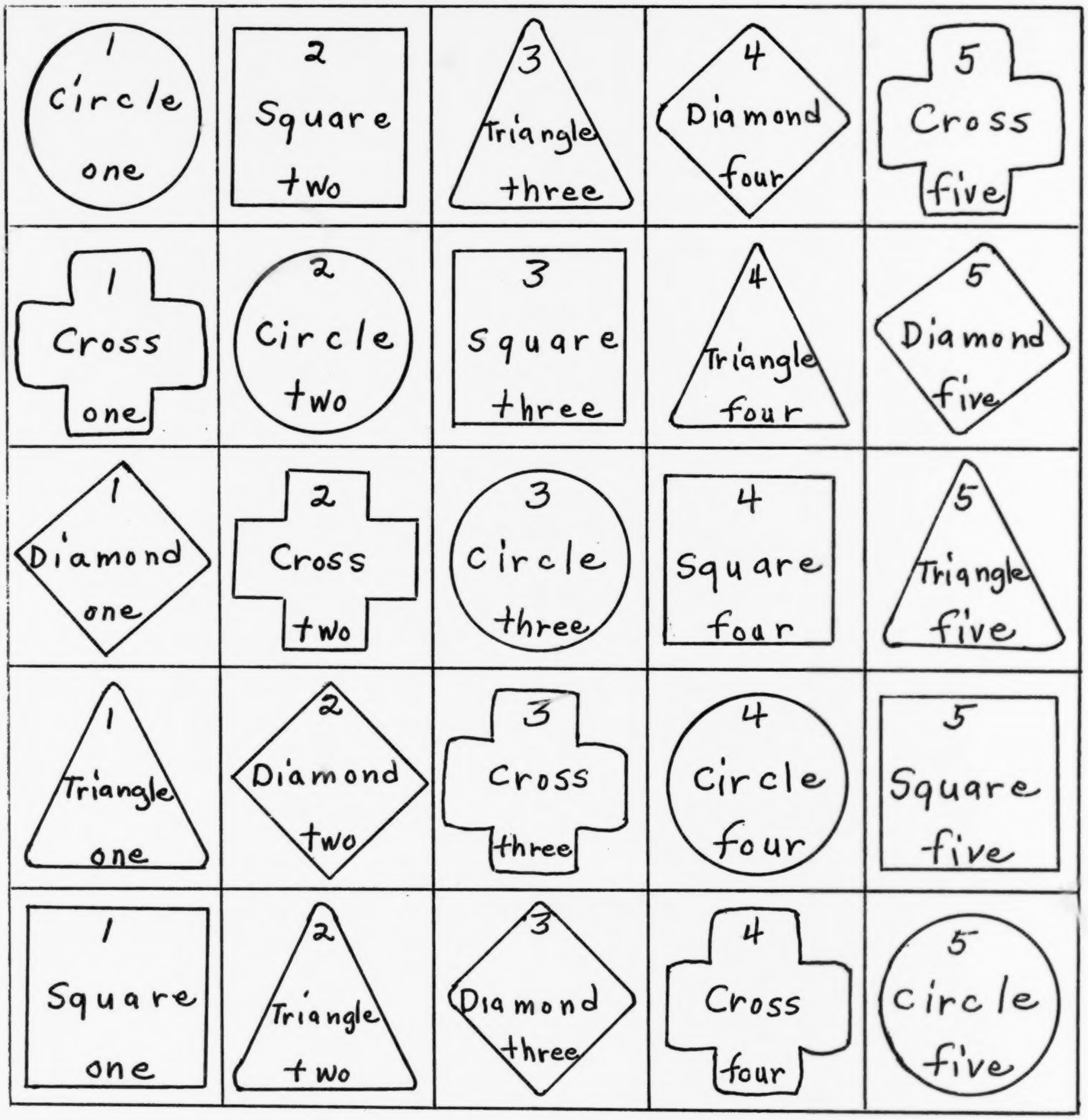
The shapes on the give cards are designed in rotating type order so that each child has the opportunity to cover up a shape on his card with each call. The first child to have five shapes in a line--horizontally, vertically, or diagonally--wins the game. (If the children observe carefully and cover up the squares as called, they will all "win" at the same time.)

The game can be made more complicated by coloring the designs. By using five colors and increasing the calls to include shape, number, and/or color--there will be only one child who covers a space on his card with each call. (Only one child will win.) If the colors are mixed rather than kept in rows, the game will be more complicated and the calls will be by shape and color.

Outcomes

- Familiarity with basic shapes
- Improved attention and concentration
- Increased motivation
- Familiarity with numbers
- Development of tactile ability
- Ability to recognize and pronounce names of basic shapes
- Fun and activity

A. L. L.
March, 1968



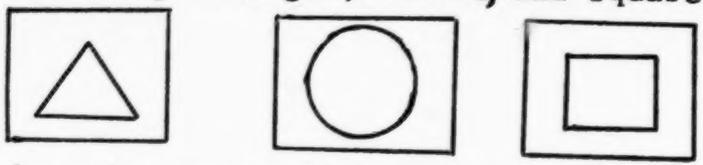
1 circle one	2 Square two	3 Triangle three	4 Diamond four	5 Cross five
1 Cross one	2 Circle two	3 square three	4 Triangle four	5 Diamond five
1 Diamond one	2 Cross two	3 circle three	4 Square four	5 Triangle five
1 Triangle one	2 Diamond two	3 Cross three	4 Circle four	5 Square five
1 Square one	2 Triangle two	3 Diamond three	4 Cross four	5 circle five

A. L. L.
March, 1968

Game 6

"Form Perception Games"

Game using triangle, circle, and square



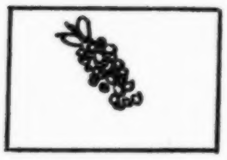
Plain cards

Make other cards with things on them that look like one of these.

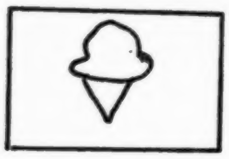
Examples

Triangle

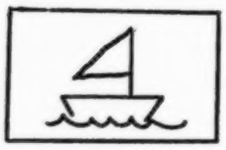
Bunch of Grapes (could be called circle too if child looked at individual grape)



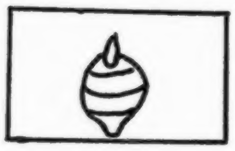
Ice Cream Cone



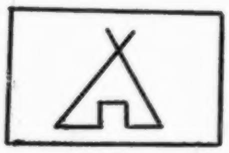
Sail on the Boat



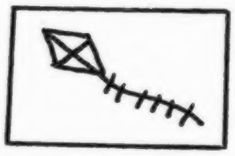
Top



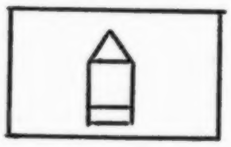
Tepee



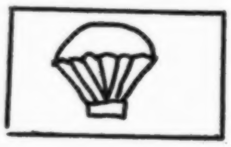
Kite



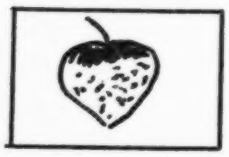
Space Ship



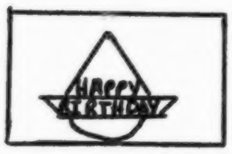
Parachute



Strawberry

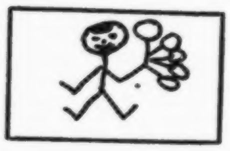


Birthday Hat

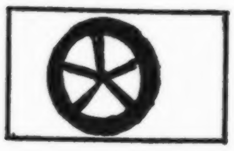


Circle

Clown with Balloons

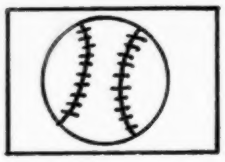


Wheel

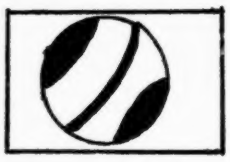


Circle

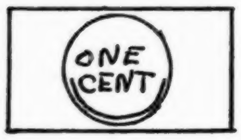
Base Ball



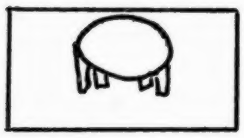
Ball



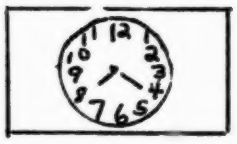
Money



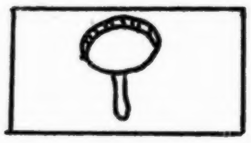
Round Table



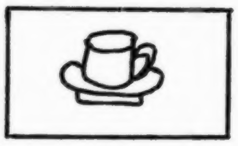
Clock



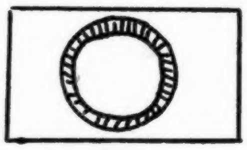
Mirror



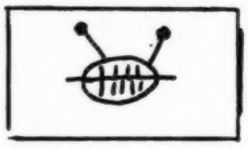
Cup and Saucer



Plate

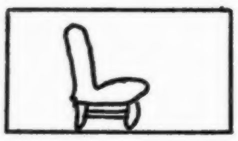


Flying Saucer

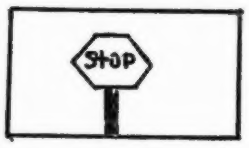


Square

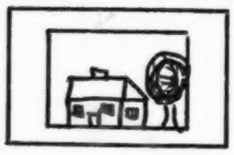
Chair



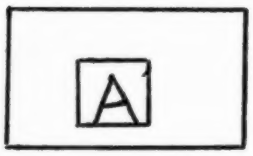
Stop Sign



Square Picture

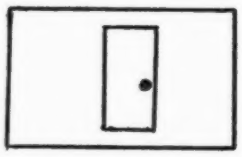


Block

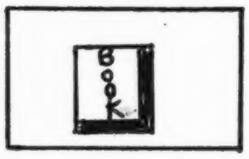


Rectangle

Door

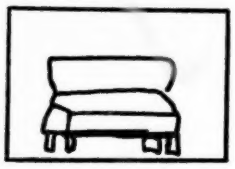


Book

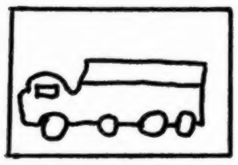


Rectangle

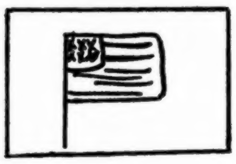
Divan



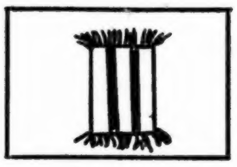
Truck



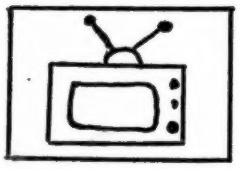
Flag



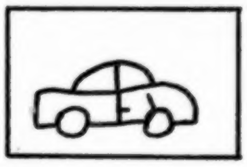
Towel



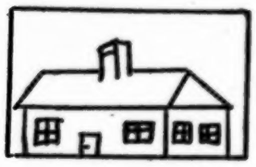
TV



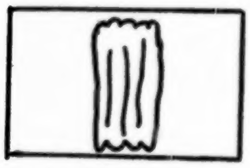
Car



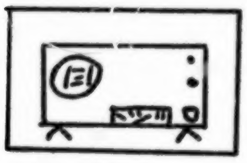
House



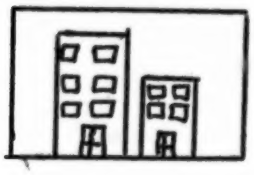
Raft



Radio



Building



Game 7

"Percept-O-Cards"

Percept-O-Cards may be played by 2, 3, or 4 persons. To play, mix or shuffle the cards well and put the stack face down on the table so that the players cannot see the face of the card.

The first player turns over 2 cards so that the other players can see what they are. If the cards have the same form, color, and number, the player gets to keep the cards and count them towards his score at the end of the game. The number on the card indicates the points each card counts. (Two matching cards with the number 2 equal 4 points; two matching cards with the number 1 equal 2 points.) The first player keeps going until he misses. When the first player misses, the second player then goes. Players continue their turns in proper rotation until all have taken their turn. Then, if all cards have not been picked up by a player, the first player takes another turn and all other players follow in rotation.

If cards turned over by a player do not match, they are turned face down in their place before the next player takes his turn.

The game is properly played when every player watches carefully to see exactly where the cards are put so that, when his turn comes, he will know where to pick the card he needs.

The scoring for completion of a game may be done in two ways. The player with the greatest number of points at the end of one or two deals may be declared the winner, or a score of 50 or 100 points may be set and the first player to reach that score may be declared the winner.

Variations of the game may be developed by the classroom teacher.

Percept-O-Cards will aid in the following ways.

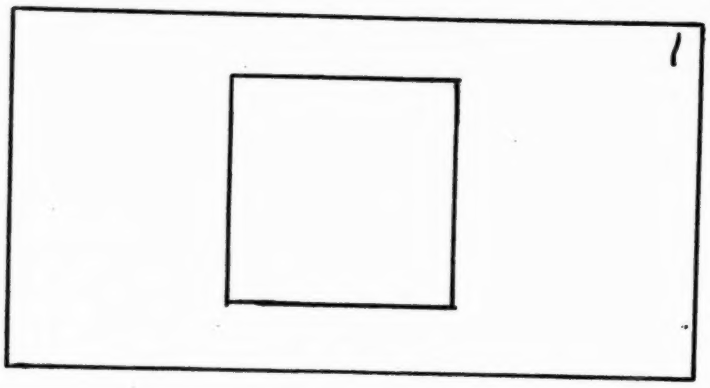
Recognition of form
Recognition of color
Recognition of numbers
Help establish left-right directionality
Matching of shapes
Matching of numbers
A simple test for red-green color blindness
Improvement in eye-hand coordination
Improvement in figure-ground perception
Simple counting and keeping score
Improvement in finger and arm manipulation and control
Improvement in left-right eye movement
Memory training
Increased span of attention and concentration
Sensory training through finger tracing of shapes

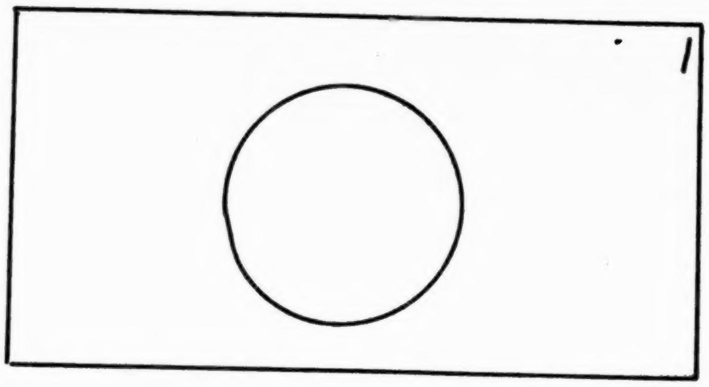
(They may even help the students relax, have some fun, and keep them productively occupied while you work with another group.)

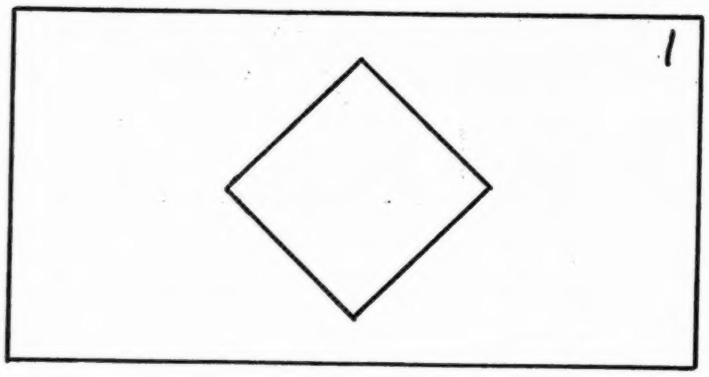
O. L. S.
A. L. L.
March, 1968

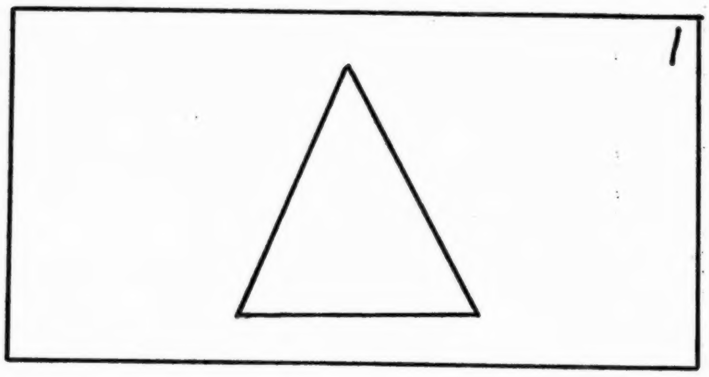
Percept-O-Cards (for young children)

A set of two cards of each geometric shape in each of four colors (red, yellow, blue, and green) is required. Several sets of cards are in each Jefferson County Elementary School; others may be obtained from the Department of Evaluation, Guidance, and Special Education.



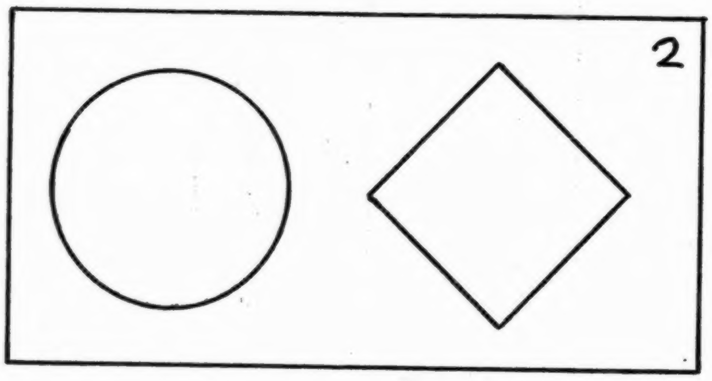


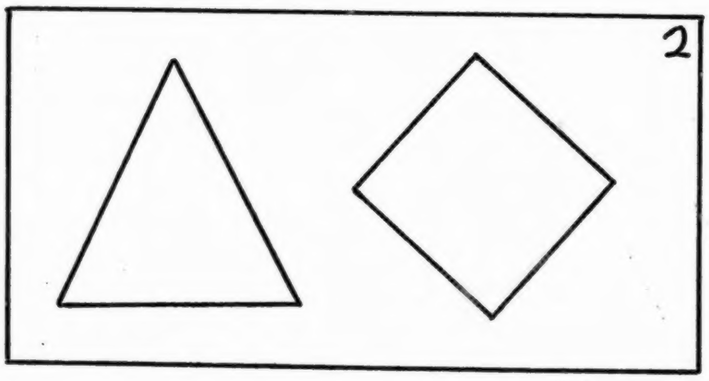


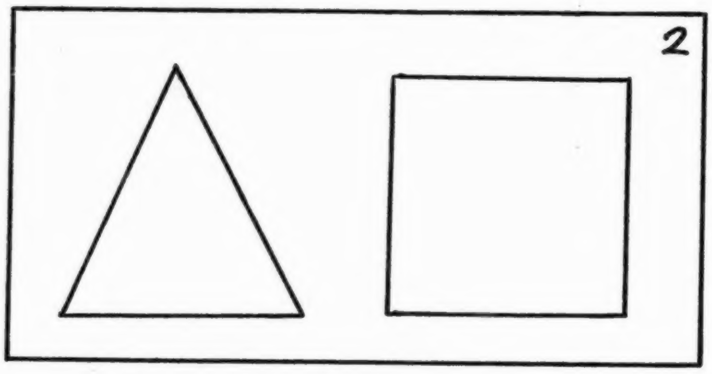


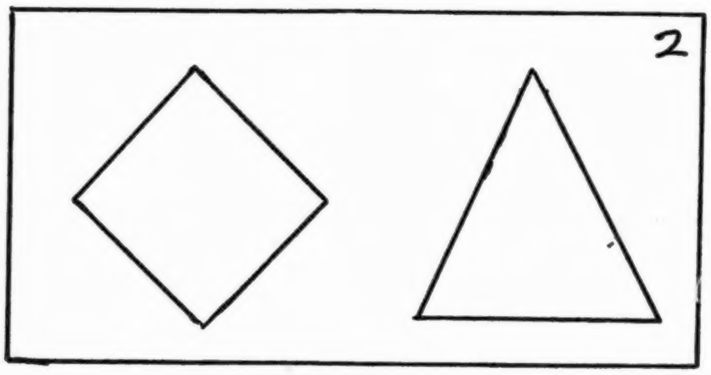
Percepto-O-Cards (for older children)

A set of two cards of each combination of shapes in each of four colors (red, yellow, blue, and green) is required. Several sets of cards are in each Jefferson County Elementary School; others may be obtained from the Department of Evaluation, Guidance, and Special Education.





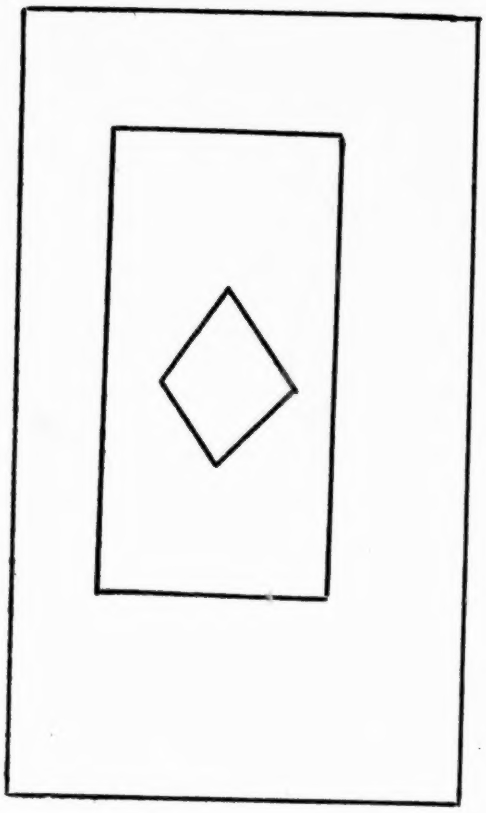


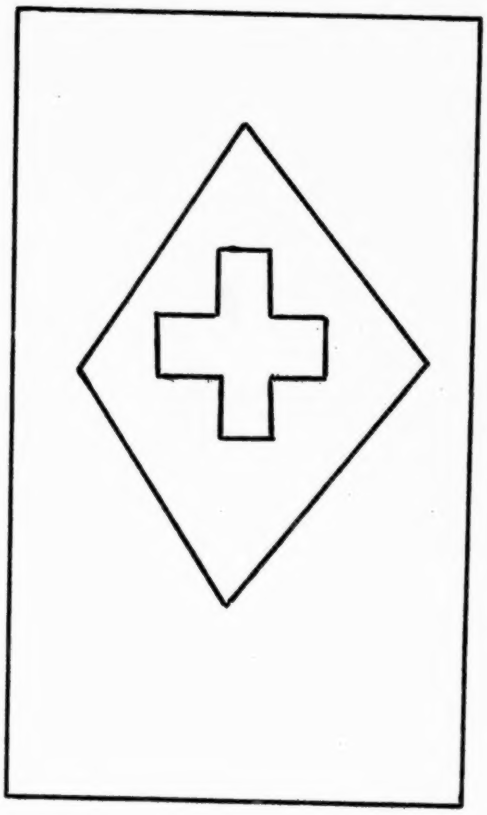


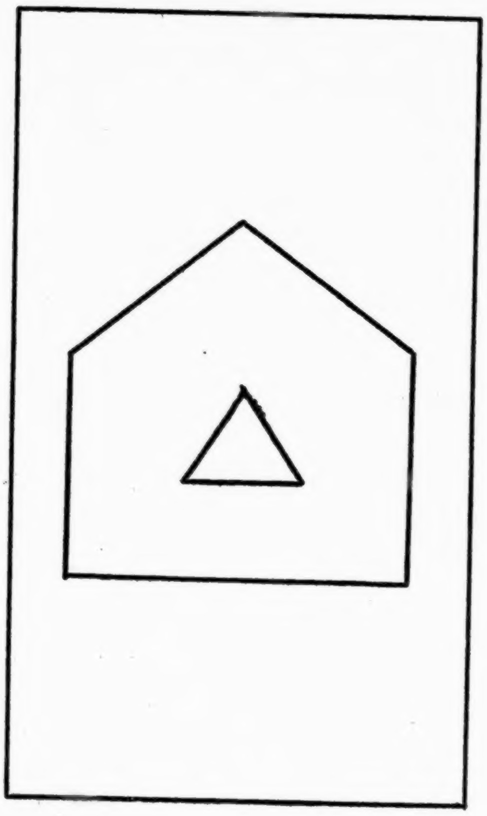
Game 8

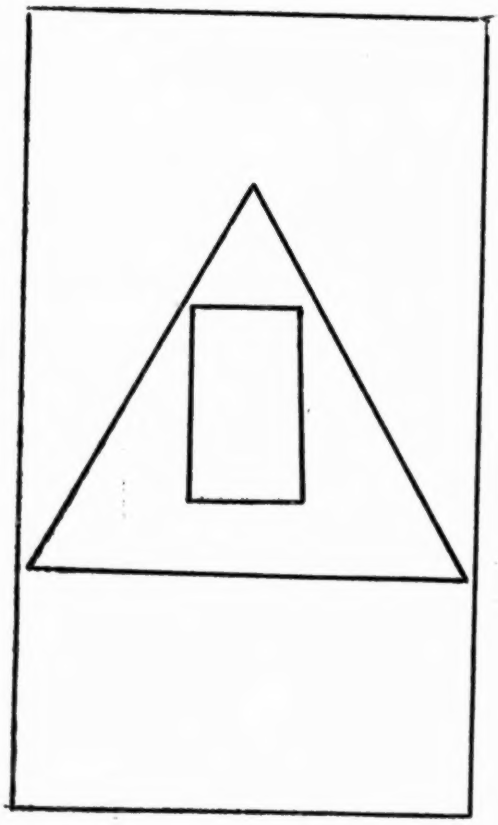
"Form Perception Cards"

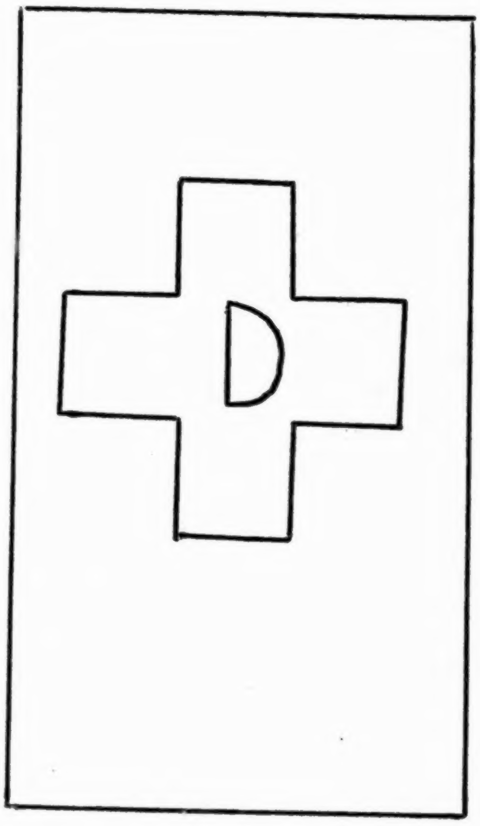
Look at card for five seconds, then copy or draw what you saw.

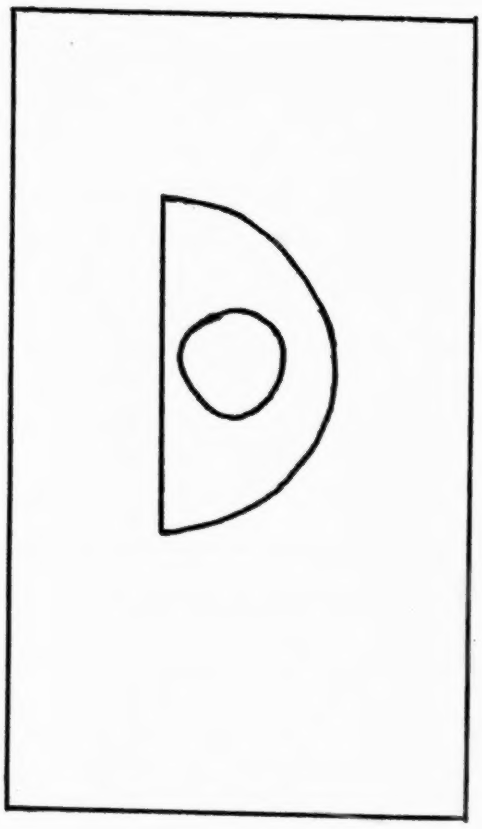


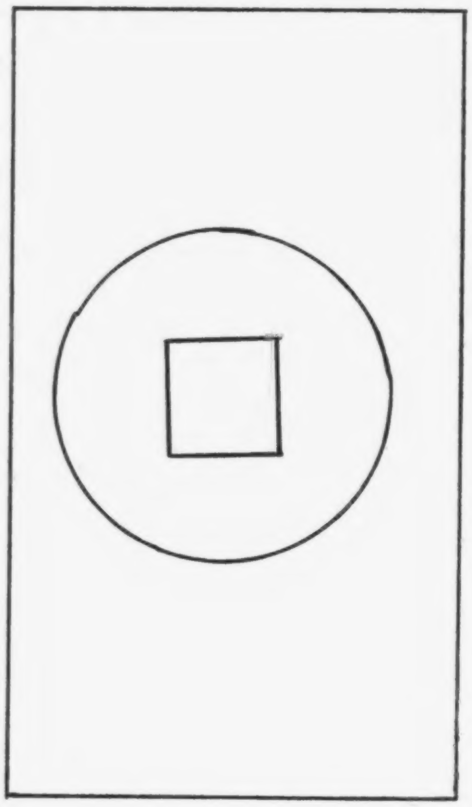


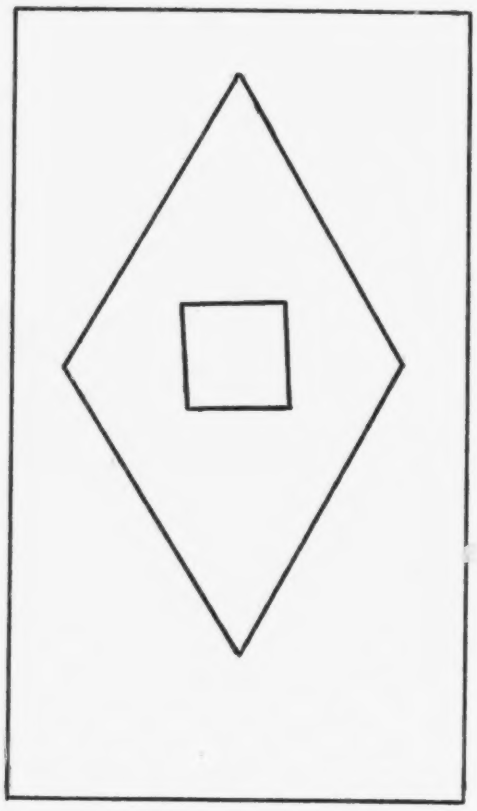


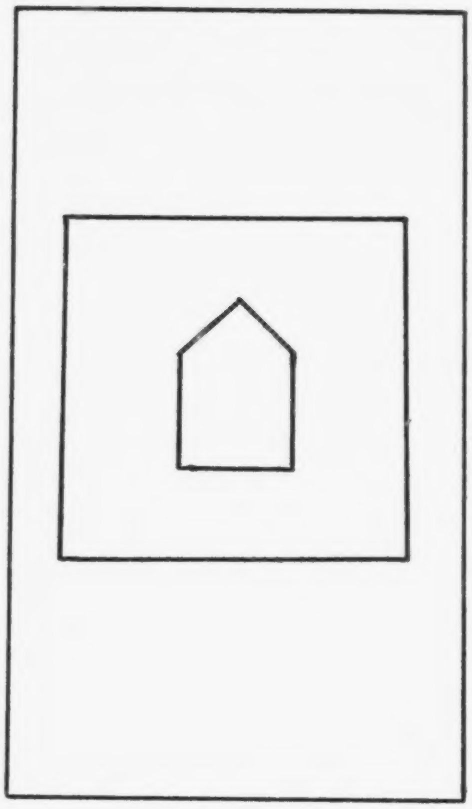


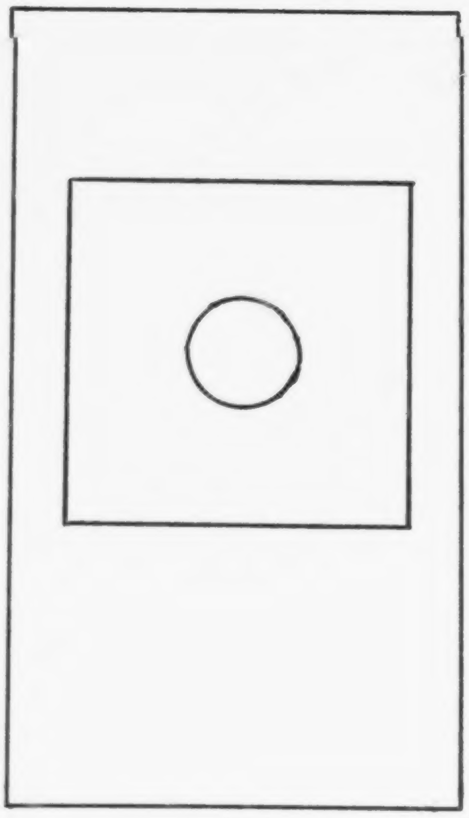


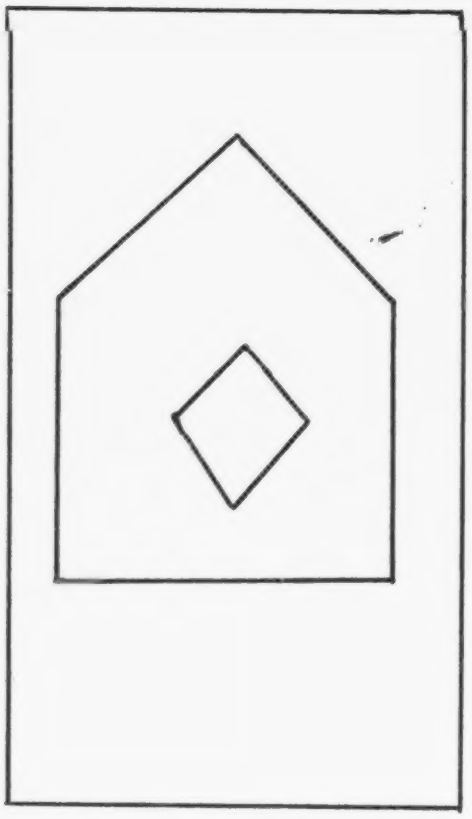


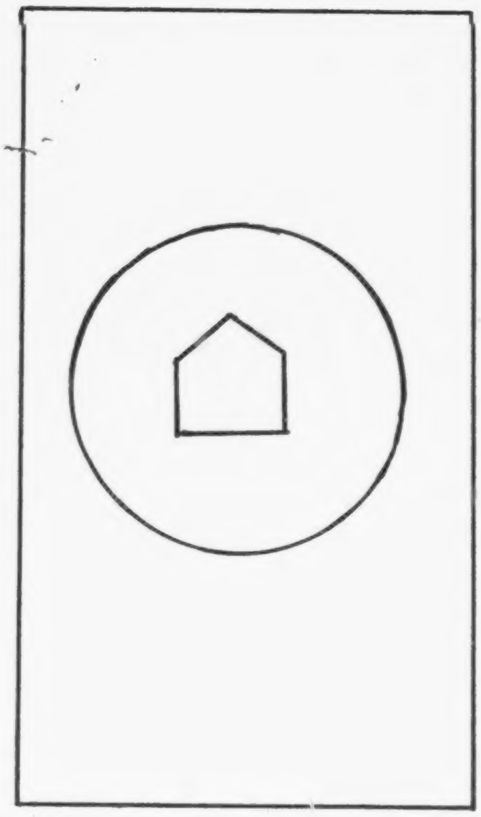












Game 9

"Bring Me"

"Bring Me" is a variation of "Simon Says." The leader asks for objects: "Charlie, bring me __________." The child must bring the named object if possible. When the leader asks for something silly ("Bring me the window" or "Bring me the house,"), the child must remain seated. The last child standing is the winner.

This game is very helpful in teaching children to control impulsive responses.

Game 10

"Rowing A Boat"

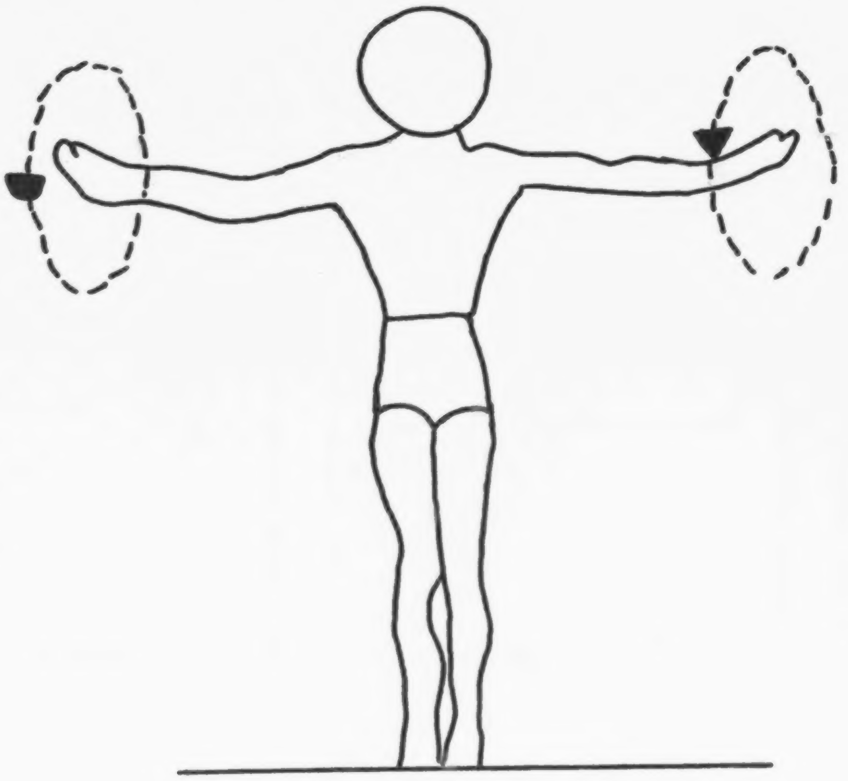
Children sit on the floor, legs straight ahead; they bend the trunk forward and place the hands on the ankles, then pull back on the "oars," bending the arms and bringing the hands to the chest.

Game 11

"The Propellers"

Pupils stand erect, arms extended sideward at shoulder height, palms up.

Describe small circles backward with hands. Keep head erect. Turn palms down, describe small circles forward.



Game 12

"Birds Fly"

A leader calls out the names of things that fly and things that cannot fly ("Birds fly," "Lions fly," or "Eagles fly").

When the leader speaks, he always moves his arms in a flying motion, whether or not the things named can fly.

If a child "flies" when the leader names something that does not fly, he must sit down.

The child who stands the longest is the winner.

Game 13

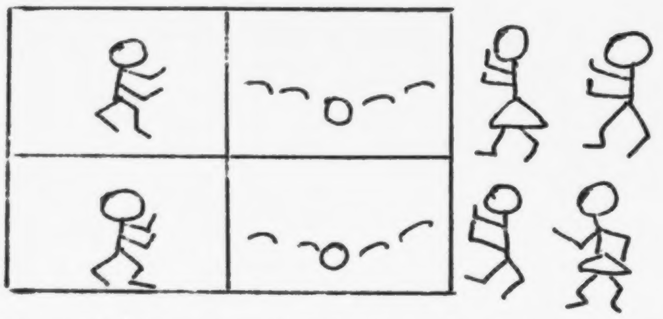
"Old Mother Hubbard"

Two lines of children face each other. The first group walks up to second group and says, "Old Mother Hubbard sent me to you." The second group says, "What should you do?" The first group answers, "Beat one hammer as I do."

Use arm and fist as a hammer. All follow action. Repeat rhyme using two arms. Continue, using right foot, then left foot, then head. By the end of the rhyme the children are beating five hammers simultaneously.

Game 14

"Bounce Catch"



Two children stand in adjacent squares marked off on the classroom floor or play area.

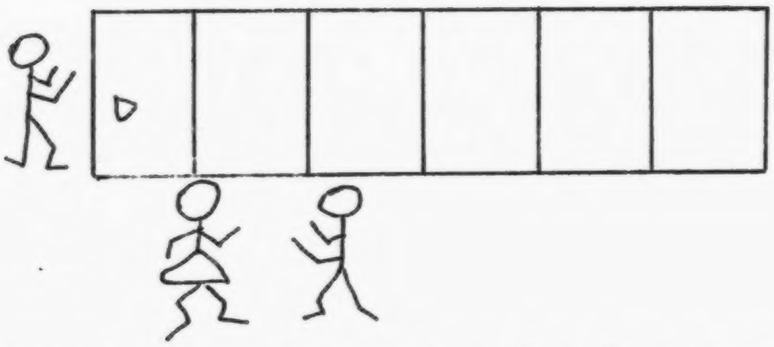
One child bounces the ball into his opponent's square.

The second child catches the ball and then bounces it back. If he fails to catch it on the first bounce he is out, and a waiting child takes his place.

After three bounces both players retire, and two waiting players take their places.

Game 15

"Beanbag Hop"



A diagram is drawn or taped on the play area. The first player faces the diagram and tosses the beanbag into the first space; he then hops into the first space, picks up the beanbag, and hops out of the diagram.

He then tosses the beanbag into the second space, hops into the first space, then into the second space, picks up the beanbag, hops again into the first space, and out of the diagram.

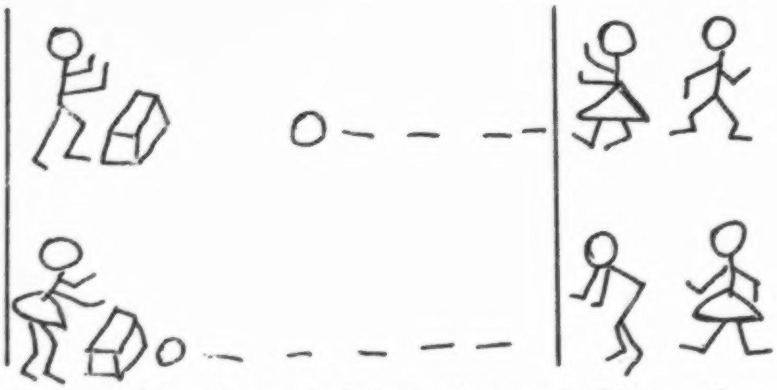
He continues through the six spaces.

When he reaches the end of the diagram, he starts back in the same way except that he uses the opposite foot.

Each player takes his turn in the same manner.

Game 16

"Boxy Ball Relay"



Teams are lined up behind the end line of a court. Opposite each team and ten feet away is placed an open box or carton turned on its side. A goalkeeper stands behind each box and returns the balls. If the court has horizontal lines, they can serve as guidelines for the players.

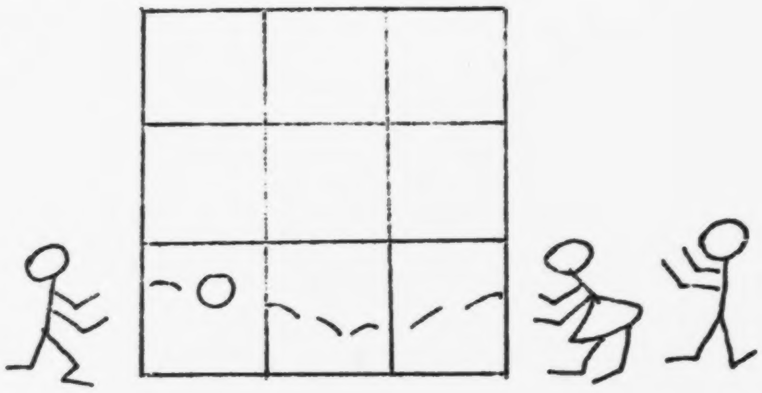
At a signal, the first player in each line rolls the ball into the box. If he misses, the goalkeeper returns the ball until the player is successful.

The ball is then rolled to the next player in line, and the first player goes to the end of the line.

The team which finishes first is the winner.

Game 17

"Hit the Middle Squares"



Two players stand on either side of a nine-square diagram.

One player bounces the ball into the middle square of the row of squares at his left.

The second player catches the ball, and returns it, bouncing it again in the same square.

The first player then moves to the next row of squares and again bounces the ball into the middle square. The second player catches the ball and returns it.

The first player bounces the ball in the same way in the row of squares at his right, and the second player bounces it back.

The two players continue until they have played facing every side of the diagram.

If a player misses, a waiting player takes his place.

Misses are obtained in the following ways.

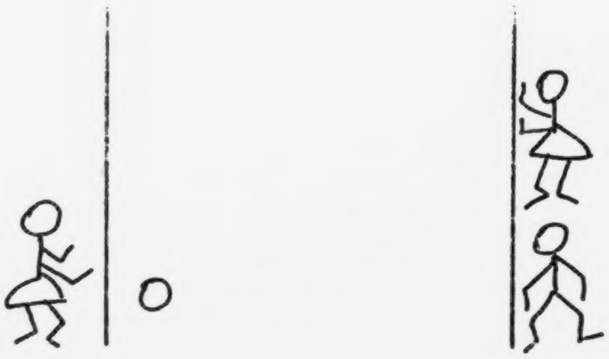
To fail to bounce the ball into the center square

To fail to catch the ball after the first bounce

To step into the diagram

Game 18

"Line Roll Ball"



The leader stands at one end of the court. The players stand, facing their leader, about three feet behind the opposite line.

The leader rolls the ball toward a child. At the same time she calls the name of the child who is to catch it before it crosses the line.

The child then rolls it back to the leader who continues until every child has had several turns.

As the children gain skill, the ball may be bounced and later thrown.

Game 19

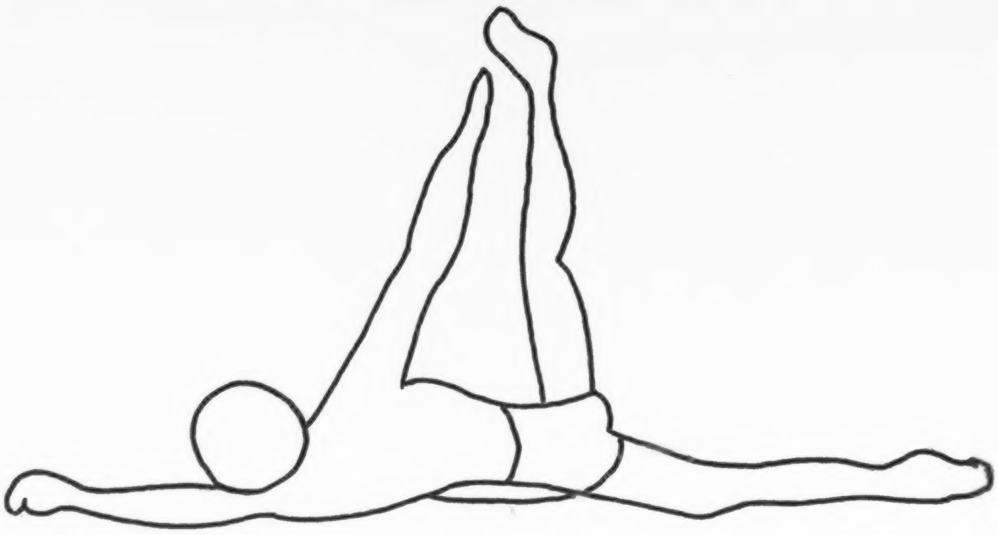
"Side Flex"

Pupil lies on side, arms extended over head. The head rests on the lower arm. Legs are extended fully, one on top of the other.

COUNT 1 With a brisk action, raise the topmost arm and leg vertically. Attempt to make contact with hand and foot, without bending elbow or knee.

COUNT 2 Return to starting position.

Repeat for several counts, then change to other side.

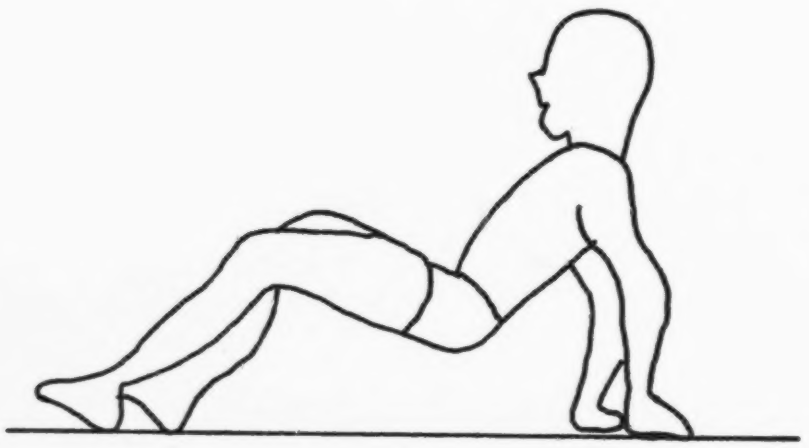


Game 20

"The Crab"

Pupil sits with arms extended straight down from shoulders, hands flat on floor, fingers pointed forward. Flex knees, keeping feet flat on floor.

Raise buttocks off floor. Move hands and feet to either side, backward and forward.

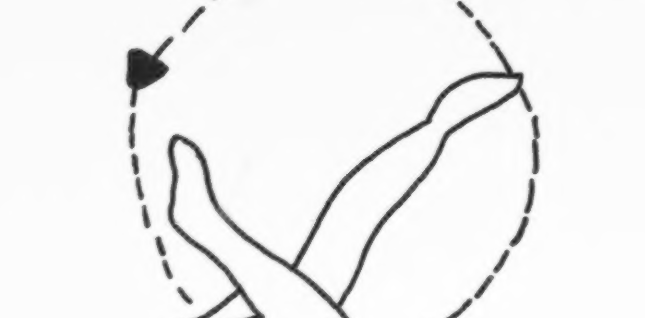


Game 21

"The Bicycle Man"

Pupil lies on back, hands and arms on floor beside body, chin in, legs raised.

Pump legs as though pedaling a bicycle.

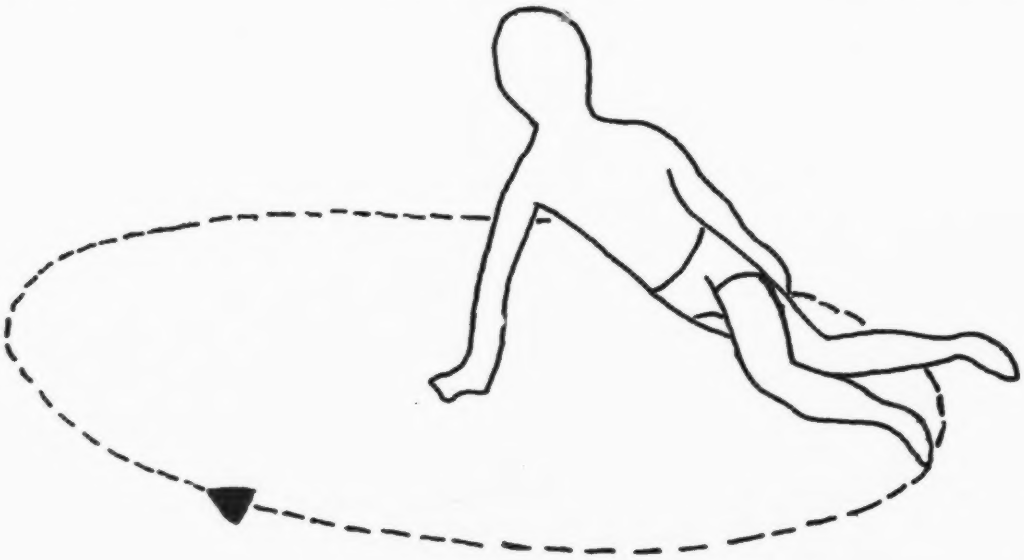


Game 22

"Coffee Grinder"

Pupils support extended body (turned sidewards) on right arm and both feet. Right arm and both legs are fully extended, feet slightly apart.

Move feet and body in a circle using the right arm as a pivot. Repeat, using the left arm.

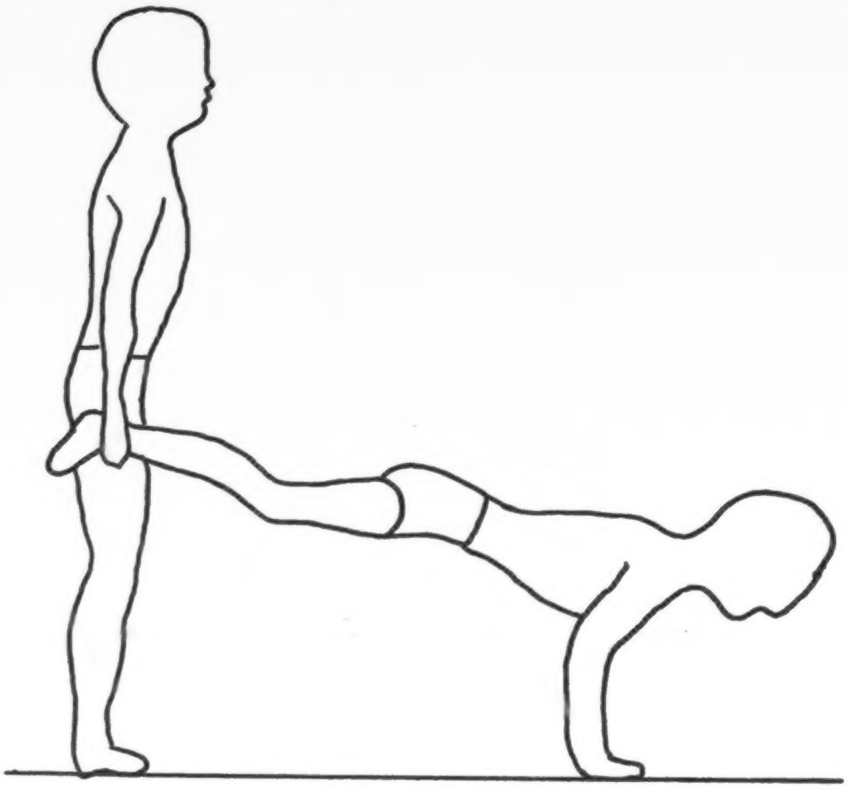


Game 23

"Wheelbarrow"

Pupils pair off. One takes "hands and knees" position. The hands are directly under the shoulders, fingers pointing forward. His partner grasps the kneeling pupil's ankles, raising his legs.

The first pupil walks forward on his hands. His feet and legs are supported by partner walking between the outstretched legs.



Game 24

"Jumping-Jack"

"Mister Jumping-Jack is a jerky old man	(Jump to a side-stride and fling arms sideward;
He jumps and he jumps as well as he can	jump to position with arms at side.
His hands fly out, and his feet fly, too;	Repeat in rhythm while saying the first three lines.
Mister Jumping-Jack, how are you?"	On the last line, stand still.)

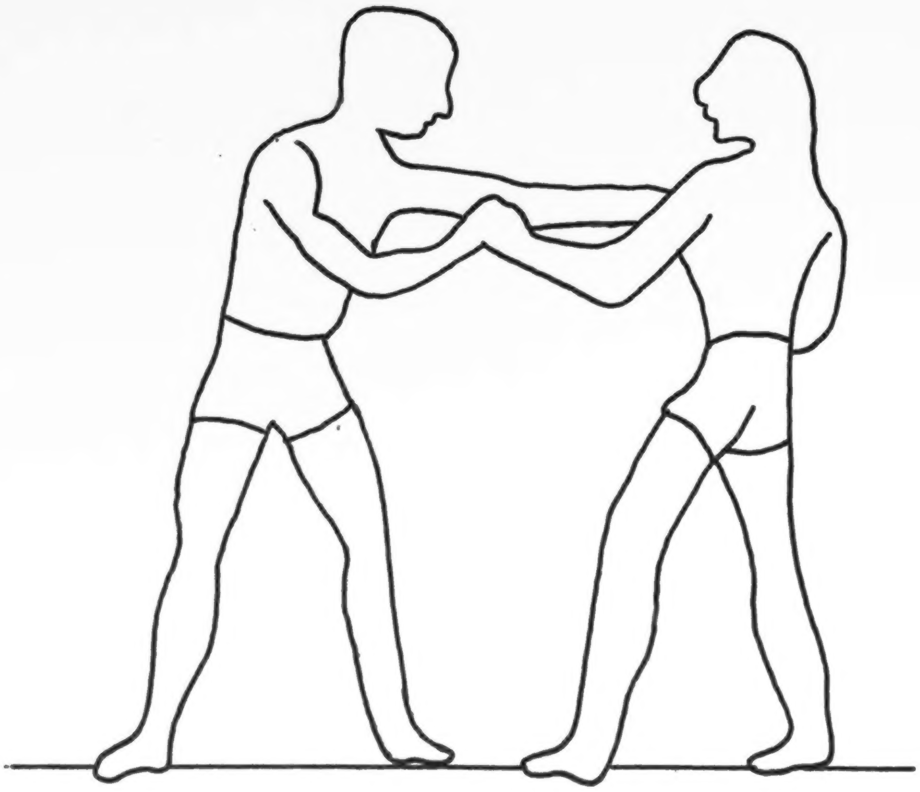
Game 25

"Sawing Wood"

Pupils pair off, face each other and grasp hands with fingers interlaced.

With a vigorous action, pupils pump the arms alternately as if they were sawing wood.

Note: It is not the purpose of the exercise to make one or the other lose his balance. Resistance should be increased gradually in the forward and backward movement of the arms.



Game 26

"We'll Play We're Giants Tall"

Rhyme	Action
We'll play we're giants tall	Stand in deep knee bend, backs straight, knees out.
As tall as we can be;	Rise slowly and go up on tip-toe.
When we reach clear up to the sky,	Walk forward on tip-toe.
The sun, the moon, and the stars we see,	Arms up high, head back
We bump our heads against the sky	Stretch head high, chin in, eyes in front
And stretch our arms up so high,	
We'll touch the points of the tiny stars	Side bend R, L arm up; side bend L, R arm up
That hang up in the sky.	
	Leap on accented words and pretend to catch a big pocketful of stars.

Game 27

"Pollywog"

Wiggly little pollywog	Wiggle pretending to come out of tadpole coats.
Pollywog!	Stretch R leg up.
Pollywog!	Stretch L leg up.
Said he'd like to be a frog.	Stoop down like frog.
'Neath a mossy log.	Jump like a frog.

Game 28

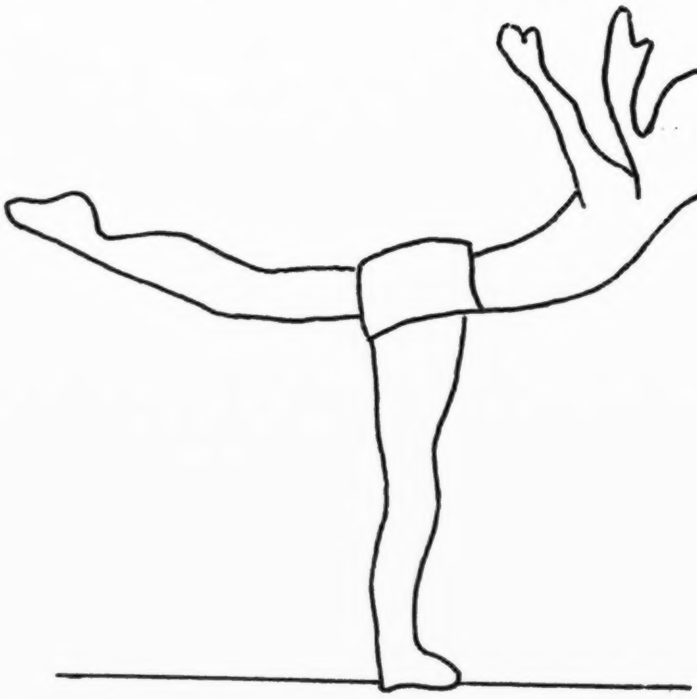
"One-foot Balance"

Pupil stands at attention.

COUNT 1 Stretch left leg backward, while bending trunk forward and extending arms sideward until this position is reached. The head is up, trunk parallel to floor; the left leg is fully extended with the toes of the left foot pointed; the supporting leg is kept straight. Hold this position for 5 to 10 seconds.

COUNT 2 Return to starting position.

Repeat, using the opposite leg for support.



Game 29

"Cats on the Fence"

Draw a chalk line the length of the room. Each player (cat) who can walk the length of the line (fence) without stepping off, or losing balance, wins one point for the team. In walking, the cat must bring the heel of the advancing foot back against toe of other foot. The game may be made more difficult by having the cat perform the same movement with arms or head while walking.

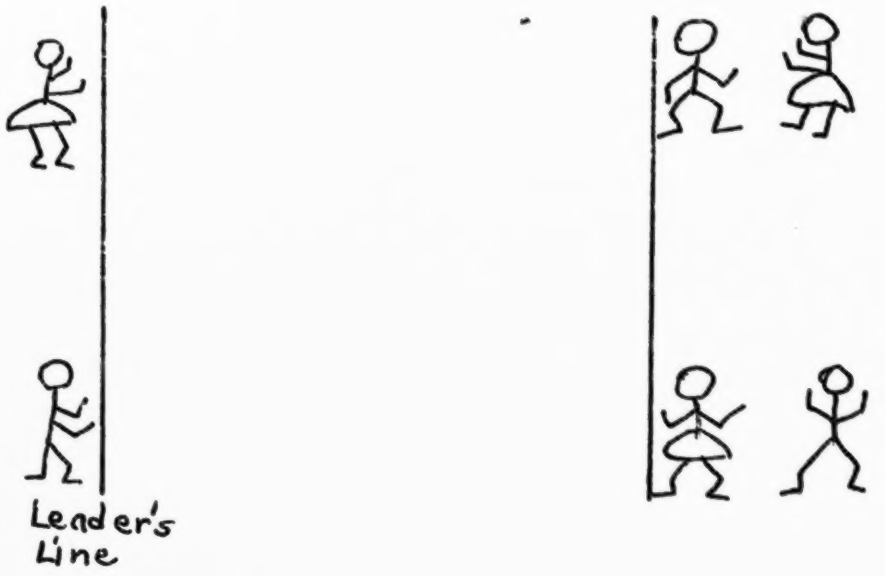
Game 30

"Dribble the Ball Relay"

Divide the players into a number of equal teams. The teams line up behind one of the goal lines. On a signal, the first player on each team moves toward the opposite goal line, bouncing the ball as he goes. When he reaches the line, he catches the ball and runs back to hand it to the second player on his team. Each player repeats the action. The team whose last player crosses the starting line first wins the relay.

Game 31

"Rescue Relay"



Players divide evenly into teams.

Each team has a leader who stands on one line facing other teammates, who are lined up in file formation on the other line.

On the signal "Go!" the leader runs to his first teammate on the player's line, takes him by the hand, and runs with him back to the leader's line.

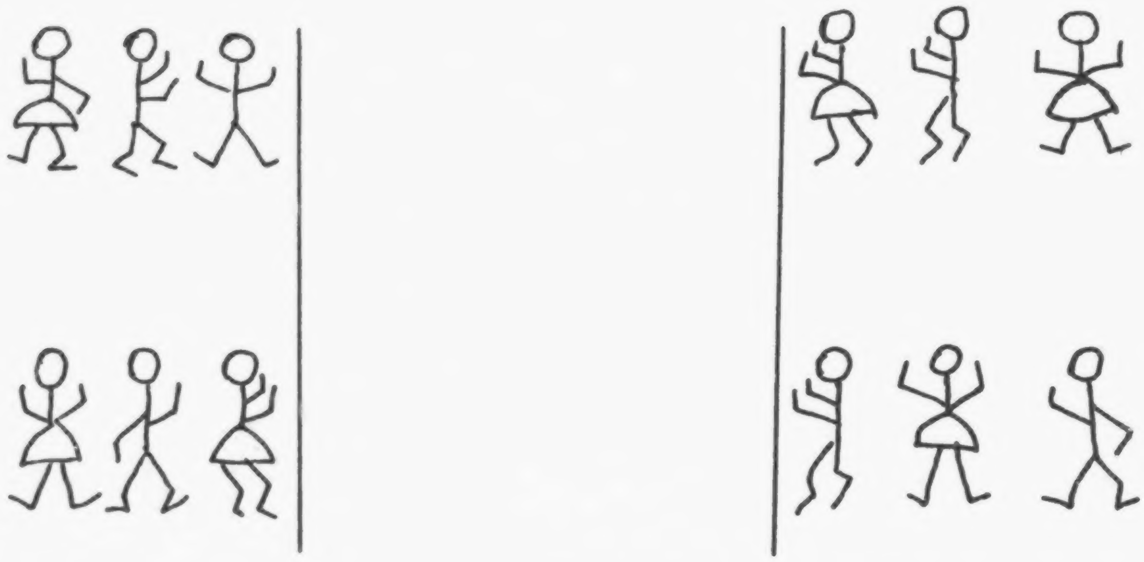
The leader stays back of this line. The rescued player runs back to the team and brings the next player back with him.

This continues until all have been rescued.

The team which is first to get all players behind the leader's line is winner.

Game 32

"Shuttle Relay"



Players divide into teams, half of each team facing the other half.

On signal, "Go!", the first player on starting line runs, touches the first player on opposite line, and goes to the end of that line. The player touched runs to the starting line and touches the next player in that line. This continues until both halves are back in the original positions. The team which gets all the players back to the original positions first is winner.

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Gentlemen:

As requested in the ERIC EXCERPT EXTRA received February 23, we are enclosing a working copy of the curriculum guide, Learning Difficulties, 1969, with our compliments.

A price list of curriculum materials now in use in the Jefferson County Public Schools is enclosed. Please note there are limited quantities of these materials available.

Sincerely,

Mabel Bowen kl

(Mrs.) Mabel Bowen
Director of Curriculum

kl
Enc.

Request dupl. copy for RIE and 1 copy of the 2 publications checked on their list.